The Kindergarten and First Grade

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What Can the Kindergarten Do for Democracy?

By Dr. Henry Neumann, Brooklyn, N. Y.

PERHAPS we can answer our question more readily if we begin by putting to ourselves another question: What kind of world do we want this globe of ours to be when this war is ended? Some day the guns will cease their firing. The sun that looks down now on fields black and devastated will smile again on fields bright with flowers and life-sustaining food. The cities now in ruins will be rebuilt. Deserted streets will echo once more to the laughter of little children at play. What kind of children over there? And over here, too, what manner of boy and girl do we want to see carry on the work of life?

It is going to be a new world, we are all declaring, and, more than a new world, a better world, or else nothing can compensate for the torture, the heartbreak, and the sacrifice of today. And the remaking is going to be wrought on democratic lines. It is going to be the work of the people, the plain people, not divinely chosen monarchs, but ordinary men and women and children, plain folk all of them, but capable—such is our leading faith—of caring for life's finest and noblest things. We are going to be challenged more and more to show what excellent living can be fostered by that democracy for the sake of which men and women today are giving their fortunes, their labors, their lives, their all. We must see that life becomes truly democratic in a constantly deeper and purer sense.

In the task of guaranteeing such a result the teacher of even the youngest child has an important part. A democracy is sound or unsound according as the lives of its people are sound or otherwise. The great service of the kindergarten is to see that the beginnings of the better life are laid square and true.

In the first place, the kindergarten can give the children every possible chance for democratic control, that is, for self-direction. A group of mothers who had come to see their children at work in the class room were worried because the youngsters were engaged in painting, in handling actual paints, tin cups of water, and real paint brushes. One could see on the faces of the mothers the fears of ruined clothing and other mischief. They were worried simply because they had not yet grasped the importance of the lesson the children were getting in being their own guardians. An easy way of keeping children out of mischief would have been to keep the paints and brushes out of their reach. In the same way they can be saved from doing damage with scissors or the pencil which they may use to scribble on the wall paper. Keep these things away from the boys and girls and you prepare them admirably for a very orderly and docile existence; but you are not preparing them for democratic self-government. A man can be kept from burglary by locking him up in jail. But then you keep him not only from doing harm but from doing good.

Repression is the way of the despot. A despot need not govern for his own glory; he may have the best intentions in the world for his people and hold the strong hand over them for what he counts their good. He may believe (with mistaken benevolence) that people who enjoy liberty will do chiefly mischief with it. Now these anxious mothers were thinking something quite akin to the belief of the benevolent despot. They had not yet grasped the point that a child does not in general take to mischief more readily than he does to useful things. He turns to disorder only when he has nothing better to occupy him. Once upon a time our cities let their loafers get into trouble because there was nothing or little else for boys to do. Now we have constructed playgrounds and swimming pools and athletic

fields because we have learned—what the kindergartner has long known—that the way to keep out of mischief is to keep busy at worth-while occupations. The children with their paint pots and brushes were too busy coloring pictures to get into trouble. And something more positive was happening. They were learning self-mastery. There was no need for the teacher to say, "Don't splash the paint around." "Don't do this and don't do that." The children were controlling themselves.

How much more in keeping with democratic ideals is this proceeding than the old way of first breaking the child's will! Contrast the two methods—the old way of discouraging the doing of wrong by external repression and the better way of developing the will by self-direction, by guidance from within. Here is a class working with lumps of clay. You tell the children that they can go ahead and make anything they please. One little fellow decides that he will make an inkstand. When it is finished, he is going to let it dry, shellac it, and carry it home proudly. But this will be only if he makes a proper use of the liberty he has been granted. For suppose that after he has begun to make his inkstand he notices that his neighbor is making an automobile and decides that he will make one also. The choice is his own. The responsibility for the outcome is his own. In the illustration we are considering, the boy chose unwisely. He had half finished his automobile when it seemed to him better to imitate another neighbor and this time he started to convert his clay into the shape of a chicken. But now the period was over; the boards had to be put away; and the youngster was left with nothing accomplished.

For him and for the other children the kindergarten is needed just because it gives these opportunities for guidance by aims of their own choosing. The child who sticks to an aim of his own choice is learning one of the chief essentials of a life of liberty. When it is his own selection to make a flower pot or an inkstand, and he keeps himself steadily in line with that aim, he is getting practice in democratic control, in that positive self-government which does vastly more than keep out of mischief. What would democracy be without training in this constructive self-direction?

A second feature of democratic life is its encouragement of individual initiative. When we think in America that some new undertaking is desirable—for example, that our communities should use the schools as public forums—do we wait for the officers in charge to make the recommendation? We advance the suggestion to one another first. Our women's clubs discuss it. Then they visit the officials and instead of waiting for the authorities to settle the matter they assist them to settle it by getting public opinion to assert itself. Here is a striking difference between our public life and a bureaucracy. Under the bureaucratic system, the average citizen is taught that it is something like gross presumption on his part to make suggestions to the expert officials placed above him. Under our method the humblest citizen is free to exercise initiative of this kind because we are taught that public authority in the long run comes from the people themselves. Far from being schooled to regard the exercise of our own initiative as presumption, we are reminded that the only healthy progress is that which the people themselves desire enough of their own accord to demand. Look at the thousand and one public movements started by private citizens—teachers' organizations, child-labor societies, consumers' leagues, and the like, all not only tolerated but encouraged to take the initiative in securing a better public life.

Consider the life of the average school in this country, and instantly we note that the place where this spirit of initiative is most encouraged is the kindergarten. How readily the youngsters come forward with their suggestions! "Let us play this game." "Let us do that." "Let us try it this way." The day is full of suggestions offered freely by the children themselves because they are encouraged to make them. To be sure, things would often run more smoothly if the children would only keep still. But the teacher who is on the point of demanding that kind of smoothness must remember the importance of encouraging initiative. Democracy is nothing if not a faith in the common sense and the good intentions of the common person. Initiative is like a plant that may run wild. It is far better to train it—that is, to control it by the responsible self-direction of which we have just spoken—than to try to root it out.

But democratic living is more than self-government and responsible initiative. It is also a certain kind of disciplined membership in the life of a group. It is a matter of getting from our equals a training in the social spirit. And here again the kindergarten performs an important service by helping children practice the right kind of team play.

Observe, for instance, how children playing games learn to harmonize their own wills with the group

will. At home when Johnny played games with father or mother, all he needed to do was to announce his choice, and that was the game selected. But in the kindergarten he will not play drop-the-handkerchief when his class has chosen the game of cat-and-mouse; and he will play the game fairly. Here he finds no indulgent mother to give him a second chance if he misses his turn or otherwise fails. He learns that there are rules to the game which all alike are bound to obey. The importance of that lesson we need not dwell upon. There are two ways of teaching it. One way is for the teacher to admonish, to persuade, or to punish. The other way is for the members of the group to do their own socializing. That is the more democratic way because democracy rests upon public opinion, and upon the will of the equals in the group, not of the superior person at the head.

To be sure the group as a whole may be tyrannous. It may be unfair to a child, let us say, who has been more finely bred than the other members. As a rule, however, at this early stage of life, most children need rather to learn to adjust themselves to the prevailing standards of their group than they do, as in later years, to learn to get the group itself to adopt higher standards. In the main, therefore, the discipline they undergo from their fellows in group-behavior is a valuable introduction to democratic citizenship.

Still more valuable is the training which the kindergarten gives in voluntary co-operation for service. Here is where democracy is something vastly better than either individual initiative or discipline by one's equals. Our ideas of democracy are undergoing a profound change as a result of today's war. New conceptions of democratic life are winning their way to the foreground of the public mind; but it is a fact upon which kindergartners may congratulate themselves that these new conceptions are not so very new to the thoughtful kindergartner. The new note which the war is emphasizing is familiar enough in the kindergarten, the note of co-operation for public service.

Almost overnight this idea of the common good has come home to our democracy. See how it has altered our conceptions of industry and commerce. The old way of doing business said: "Look out for number one. Raise wheat, dig coal, ship it, sell it where it is to your personal advantage to do so. Where you see no such personal gain in sight, hold back. Sell or keep according or not as there is profit to be made for yourself." But the needs of war time have obliged us now to say instead: "Raise your wheat and ship it as the *public* good requires. Not profits first and then the public welfare as an incidental; but public service, America, first!" What a far-reaching change this means in our ideas of what farms are for, what railroads, what coal mines, what occupations of any and every sort are for! Long after the war is over, the life of our democracy is going to be better for this new conception we have caught of work as first of all a public service.

Even better expressions of a new spirit are manifesting themselves than these more or less enforced changes in our ideas of work. Look at the new emphasis on voluntary banding together for service. There was a time when good citizenship meant that you did not break the law or interfere with your neighbor. But today citizenship is a matter of something much more constructive and more positively social. Today the measure of good citizenship is the gladness, the generosity, the eagerness, with which you give yourself to the common good.

This spirit of service is not altogether new. It is unfair to say that our country was materialistic and self-seeking until this war broke out. If we went each his own gait, it was because we were confident that there was enough to go around for all and that things would work out better if we let one another entirely alone. But for years there was growing up in our country a better kind of Americanism. It showed itself in peoples organizing to make their cities cleaner, healthier, more beautiful, to banish slums, to teach our immigrant population, to make our mines and factories safer, to make our rural districts attractive to the young, to conserve our forests and other resources for the public benefit. In a word, there was a wide spirit that sought a better citizenship than the sort which stopped at non-interference with our neighbors. What the war has done has been to deepen that spirit and spread it broadcast throughout the land. Instead of the old watchword of "Every one for himself without hurting his neighbor," we now hear everywhere the call, "Get together to serve."

Precisely this ideal has been at the back of the best kindergarten practice, this spirit of free co-operation for a common good. "Together" has been the watchword. Together let us give a Thanksgiving play for our mothers to enjoy; together cultivate our flowers to brighten our room; together decorate the room for Christmas or Lincoln's

birthday; together bring our pennies to the collection to buy milk for poor children; together make a book out of the pictures we have cut out to give to a sick child in the hospital.

The days when you look upon your work with the deepest satisfaction are the days when you say to yourself: "How happily the children worked together this morning! When Johnny finished his own weaving, he went over and helped Tom." Pestalozzi used to mark in a notebook the gains he observed in the health, the understanding, the power, and the character of his ragged youngsters at Neuhof. Whether or not you set down the children's improvements in this formal way, one gain you will have special reason to note with rejoicing in these days of our country's history, the gain made by the children in the better spirit of democratic citizenship, the spirit which asks less "How can I prosper without interfering?" and more "How can I best work with others for the common good?"

These matters need all the earnest reflection we can give. Our ideals of freedom are undergoing a change. Teaching from the lowest grades to the highest will be the better for our asking ourselves over and over again: "What, in the best sense, does it mean for a people to be free?"

We are not free when we simply have no master over us. Thankful as we are for the political freedom of our country, let us remember that liberty is a tool which is precious only because we can use it to do certain good things with it. We can be as free as the birds in the forest but still be slaves, chained, that is, to foolish fears and prejudices, slaves of disordered, untidy minds, slaves of selfishness or laziness or false pride or ugly temper. When the negro was set free in 1863, he was still the slave of a mind that had been left unenlightened. But it was right to lift the yoke in order that he might win for himself the more positive freedom, the freedom to make himself a wiser, better being. So to all of us freedom is precious because it is the chance to liberate in ourselves the traits most deserving of the name human. When we look down into our natures honestly, we behold all sorts of unworthy impulses mixed with the more admirable kind; and we are not free in any genuine sense so long as these less becoming traits still chain us. Only when the better strains in our make-up are unhampered by the unworthier sort can we be said to be free.

This emergence of the nobler nature is the crowning aim of a democratic education. Every time you teach a child to get clean, wholesome joy, every time by telling him a beautiful story you raise the standard of his taste and fit him the better to appreciate the finer modes of human conduct, every time you help him to work in harmony with others for upbuilding things, rather than in strife or in the unholy joy of destruction, you are aiding him to consecrate the freedom he is going to enjoy by giving that freedom these loftier purposes. Be proud of our democracy and remember that it is made sacred only as the objects for which we use our freedom are sacred.

Do these considerations require that you talk to the children about them? Not at all. The pedagogy of the kindergarten is much wiser in insisting upon the paramount importance of learning less by listening than by practicing. We can all get a certain understanding of democracy by reading about it, by hearing it explained, by committing the classics of democracy to memory; but the truest, surest way of understanding the democratic life is to try to live it. To know what a mile means we must walk it and not simply be told that it is five thousand two hundred and eighty feet. To learn responsibility, initiative, self-discipline, character, call it what you will, we must practice the acts themselves. That is the sound method of the kindergarten. The children come there chiefly to do things, not to hear about them. Talk to them of democratic co-operations, and the words will fly over their heads. But it is not necessary for them to understand the words. At their stage of life the main point is that they do the acts. The understanding will come later; and the conscious appreciation of democracy when it comes will be all the clearer for being based on first-hand practice in the democratic life itself. "Do the deed, and ye shall know of the doctrine if it be true."

Let me in closing urge upon you two services that you can perform outside of your own class room. One is that you make yourselves missionaries to the grade teachers in behalf of kindergarten principles. Tell them that to be in line with the times, they must lay greater emphasis on having their children work together in the ways begun in the kindergarten but too frequently ended there. Tell them that if it is good for our country that children make these beginnings in self-direction, in initiative, in co-operation, it is still better that the good work go on through the grades and beyond.

And carry your missionary work out into the

world where you are a citizen. Some of you teach children who are prevented from reaping the benefits they are expected to receive from their schooling because they come to you with minds and bodies and souls stunted by bad home surroundings. They are underfed. They sleep in hovels where the air is foul. They play amid surroundings whose filth and worse mock every effort you make in your class room to win them to love things clean and wholesome and sweet.

Tell your fellow citizens about the homes you visit. Tell them how unfree these children are just as long as these bad home conditions keep them from getting the full benefit they should draw from the day's life at school. Plead as a citizen for a democracy in which these outward handicaps to a genuine freedom are lifted, as lifted they must be till no child is denied at least a fighting chance to make himself an intelligent, upright, forward-looking American citizen. Speak to your fellow citizens as a teacher who knows from experience how the best forces for good citizenship within the school require the backing of the best forces outside.

Your task you see is wide. Look on it as part of the greater task that you share with the fathers and mothers, with the religious teachers, with the thousands of men and women laboring in public office, in the settlements, in the philanthropic and civic societies, all servants of that finer and nobler life we know that our democracy is capable of exemplifying. Does it seem to you a slight thing to be teaching little children in these days of more stirring forms of public service? Put by the thought that your service is unimportant. Democracy is a heritage that needs constantly to be preserved and enriched in the form of better human lives. Great indeed is the service of those who teach with this object.

Address given before International Kindergarten Union, Chicago.

A Trumpet Call

A TRUMPET sings, and other songs are still;
The close-locked ranks fast gather and are gone,
Leaving a myriad stars in casements hung,
As symbols of the spirit which doth thrill
A mighty nation, as it bends its will
To aid that Cause, which Freedom must see won.
A trumpet sings; it bids the valiant—Come!
Your country calls; the laggard serves her ill.

But what of those who march not in the van?
How shall they serve who yet must bide at home?
Quick to the thousand tasks which must be done;
Each to his post—Let each now play the man.
And what for song fit for the trumpet's tone?
Why—raise the battle cry of "Carry on"!

—*Selected.*

Where Conservation is Most Needed

By Elizabeth Harrison, Chicago

ONE of our leaders of thought has admirably summed up the present needs of our nation in the three words "preparation," "application," "preservation." My only demurrer would be that they have been placed as needs of the past, the present, and the future. They are in reality three strands of activities that need to be interwoven in our national life, if democracy is to be made safe.

Our statesmen are urging better preparation for "The National League of Defense"; the military officials of our cantonments are improving their methods of preparation, applying them more rigorously, and I hope are preparing for the preservation of the fundamentals of sturdy manhood that is being developed in these camps. Our bankers have laid plans by means of which they are preparing to finance the vast material wealth of our nation, and are applying their splendid training to the tangled problems of monetary affairs in order that they may keep stable our future conditions after the war. Our captains of industry are reaching out for new and larger fields of manufacture and commerce, when the terrible destructive forces of the present hour have ceased their work. Our heads of the conservation departments are rousing themselves to the great task of conserving coal, lumber, wheat, and other necessities for carrying on the war, but they are also laying plans for larger and more extensive agriculture, for better and more efficient transportation, for more active and scientific use of our mineral wealth. Our noble band of physicians and surgeons are looking beyond the slaughter of today, and are already preparing and applying constructive apparatus that is the marvel of the age. Our scientific students of the social life of man are earnestly peering into the hidden springs of emotions, desires, and thoughts, in order that they may encourage the disheartened heroes who have been crippled in their struggle in behalf of civilization. They are applying new experiences, new occupations, and new interests to these handicapped lives, in order to preserve their confidence, strength, and courage, and by "mental hygiene" scientifically applied to give to them the cheer that is needed to start them once again on life's highway as useful citizens.

But what about the children of our nation? Are they not of more importance than the material resources of our country, or the future commercial expansion of our economic world? Do we not all acknowledge that they are our most precious possession? If they are neglected and allowed to grow up shiftless and unfitted for financial self-support, what of our future material prosperity, left in the hands of such as these? If they are uneducated and unprepared to appreciate the ideals that have made us the greatest nation on earth, of what avail will be the costly sacrifice of precious lives today? Is not the conservation of the life and the protection of the growth of these men and women of the near future a vital matter? Upon them will come the task of reconstructing civilization on a higher plane, or else, if unready for this great duty, of letting our ideals become dim, and the highest form of democracy that the world has ever seen perish from off the earth.

Are we allowing the thunder of war and the lightning of righteous indignation to deafen and blind us to the tremendous significance of this protection of the rights of children to happy childhood and to the fundamental rudiments of education? With hundreds of thousands of fathers far off in France, and thousands of mothers compelled to leave their homes to become wage earners, what means the talk of curtailing the opportunity of right child life? Every child in the nation who is soon to become a representative of our national ideals should be protected in the right to grow up strong and well, and yet already the child labor laws, which have been built up with so much effort and thought, are being attacked, and in some states broken down.

Again every child in the nation is some day to become a moral or immoral influence in our civilization and should have an opportunity to normally unfold the interest in work and play and joyous comradeship which the kindergarten gives in the most formative period of the emotional life. And yet we are hearing talk of cutting out the kindergartens from some of our public schools in the name of "wise economy!" While saloons, dance halls,

cabarets, racing machines, morbid and sensational moving picture plays, and a score of other debasing amusements are still in existence, while glaring electric lights blaze each night in profusion and wasteful abundance, while luxuries and foolish frivolities are displayed in our shop windows, have we a right to talk about the economy of curtailing the educational opportunities of childhood? Do we seriously realize that this period is the one when a child's interests and attitude toward life are beginning to form for good or for bad? Instead of this curtailing being an economy, it is the worst of all wastes—the waste of the physical and spiritual force of our man power.

Our National Department of Labor, to its credit be it said, has declared that so far as it is concerned, this shall be the child's year, and the recent Child Welfare Drive has shown what can be done by persistent effort in awakening our people to the responsibility concerning the saving of the lives of helpless infancy. But "better babies" are not enough, great as is the movement,—the preservation of physical life is not enough. It is to be hoped that such organizations as the International Kindergarten Union, which met in Chicago the last week in June, the National Education Association, which met in Pittsburgh the first week in July, the National Mothers' Congress, which has its branches all over the country, the association of School Patrons, and the various other woman's clubs, will take up this subject, that not only the conservation of wheat and sugar, and the saving of cattle and hogs, but the protection of child life and the conservation of child education shall have their full share of the nation's resources. The subject is so great that it is hard to find words with which to express its importance. Not the future of America alone, but the future of the world depends largely on whether or not we can make a success of this gigantic experiment of a free people, in a free land, freely governing themselves.

Shall This Country Economize For or Against Its Children?

THE ultimate treasure and resource of any people is its young life—the only surety of the continuance of the race. What is the fundamental necessity? Is it not to safeguard that reservoir? There are 30,000,000 children in our care under sixteen years of age; about 20,000,000 of them in our schools. Slowly we have arrived at certain measures of protection for those under sixteen—by compulsory education laws, by child labor laws, by mothers' pension laws, and by a national child labor law. * * *

It is not too much to say that the first effect of war is to threaten all such standards; it may suspend or destroy them all, so that now in the beginning it is exceedingly important that we should face squarely the risk before us and determine whether such laws are necessities or luxuries. * * *

The heroic struggle to protect the schooling of children in countries so desperately involved in war as are France and England, and the brave insistence upon no reduction by the colonies which have sent their men so freely and generously to the aid of England, are in strange contrast with the spirit of the law passed by the largest state in this country permitting the school year to be curtailed five months; in strange contrast to the specious willingness to let children do their bit; in strange contrast with the suggestion that the Federal child labor law should be suspended or repealed.

Such efforts to tamper with the rights of children are not at an end. They will grow in plausibility and insistence unless they are frankly and vigorously met. Today as never before it is certain that the public school teachers of America have an unparalleled power to guard the nation's children and to mold public opinion so that this country will insist that the schools shall gather momentum during this period of war in order that they may better cope with the inevitable disturbance of orderly life which war entails.

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"Selima, Boats, and Yardsticks"

A Paper on First-Grade Writing

By Beulah Adams Gilmore, Watertown, New York

ONCE upon a time, there was a little schoolhouse, —no, not a red one this time just a plain little white one,—perched upon a hill. Yes, there was a wood fire in a stove in the center of the room, and—no, the children did not sit on benches, it was not so long ago as that.

Now, this little school, like all other district schools, had a school visitor or "committee-man," as successful a hand at coaxing potatoes out of a rocky Connecticut soil as you'd wish to see. Once a term he laid aside his plow and cultivator and dutifully visited the school, else I should have no story to tell.

In the "baby class" there was one little girl (the family were newcomers in the district, by the way), whose age was given as five, but I fancy she was only four, by the name of Yakovlevich,—Selima Yakovlevich. I do not know her middle name. It's just as well. If a big sister of the little girl had not spelled the name for the teacher complications would surely have arisen, for the parents could scarcely speak English, and Selima could scarcely speak at all.

Well, Selima, as you can easily believe, did not take to the three R's very readily, and as the teacher had all ages and all grades, Selima's proportion of the teacher's time was, by right, very small.

Toward the middle of the first term came the school visitor.

All went well until he called upon the little Selima to write her name. Selima qualified by making four marks,—four ugly, black marks.

You, Experienced Teachers, would have bristled at once and would have enlightened the "committee-man" as to the capabilities of the child? So should I—now—but the teacher was "new," and a little bit shy, and she thought maybe Selima really ought to have been taught to write her name. The "committee-man" ought to know. Still, it did seem beyond reason.

"Be sure to teach her to write her name," said the visitor. "I'll call again next term."

"We'll try,"—a lump and a swallow,—"we'll try real hard." Could reply be braver?

And we did,—they did, try. But Selima could not write her name. Day after day at blackboard and at seat you would see poor little Selima and the teacher wrestling with those cruel combinations of letters. To be sure, Selima improved to the extent of connecting the original four black marks, but as for her name,—she just couldn't write it!

Meanwhile, what were the other classes doing? What did it matter if Selima could only write her name? And what of the teacher's peace of mind, or of her increasing irritability? And of the condition of the school in general?

You insist she was very foolish. But she did so want to "make good," and remember she was "new" and very young.

Weeks passed. The time was ripe for the visit of the "committee-man." The school had not improved, to put it mildly, in discipline or in scholarship. You know how things go. Selima could connect half a dozen or so black marks, but still she could not write her name.

And then—

According to the rules of the short story, you should at this point be properly excited and eager for the climax.

And then—Two days before the "committee-man" made his appearance, Selima's family moved out of the district! The climax, I must point out, has really nothing to do with my story, which is told simply to show that it was a physical impossibility for Selima to write her name.

The child's muscles were both too immature, and too untrained, to control the pencil, and her mind was doubtless too immature to visualize the letters accurately.

Perhaps you are saying, "My little niece is only four and she can write her name." Remember Selima's name was very long. However, I've no doubt your little niece is quite an exceptional child. Most nieces are! Now, if you can forgive that and be friends with me, I'll go on.

Selima, to me, will always stand for the immature, untrained child, and the task of writing her name stands for whatever too difficult a task is imposed upon the child.

There are many, many Selimas in our schools. It is not always a matter of years and months wholly, although in the case of the real Selima, it was quite

beyond reason to expect a four or five year old child to write such a difficult name.

Many, many times I have heard first-grade teachers say: "Just look at these papers! Yet, I've worked and worked. The children just can't write." And when I have looked, I have seen the result of forty or more little Selimas trying to write their names. The work, for some reason, was beyond them. If you are among these discouraged first-grade teachers of writing, ask yourself first, Are your demands within reason? It is not within reason to expect average little first-grade children to write difficult, unusual words. Secondly, have you given the muscles (whatever there may be of muscle) sufficient training in control? Thirdly, have you trained those little eyes to visualize and recognize minute variations in form? And lastly, which logically should be asked first, is there any muscle there to begin with? I know that there is flesh and I know that flesh is muscle, but muscle to the psychology teacher and muscle to the writing teacher, —well, they're different!

In the case of Selima, it might have been the full quartet of reasons why the child could not write the long words. Primarily, however, she was physically and mentally too immature. In each individual child who does not progress in writing, you will find one or more of the four causes of poor work, provided it is not some such defect as poor eyesight that is arresting the progress.

What can we reasonably expect from a first-grade child? Short words of from three to six letters until the last term, often until the close of the first school year. Interesting little "stories" made up of these short words: "Wave the flag"; "Mice like cheese"; "Hear the birds sing," for instance, but even these words must be preceded by long and faithful practice in the proper preliminary steps in writing.

As for these preliminary steps: suppose we start right from the first day of school. Pencil holding and writing are artificial processes. What does Mother Nature know about the gentle art of writing? Seemingly, what does she care!

If, on the first day of school, we should give a pencil to each child (provided, of course, home training has not given the child a start), the pencils would be held after this fashion: the little "pointer" finger would go down to the very tip of the lead, and would "hump" itself up into a "mountain" at the large joint; the thumb would likewise press down to the pencil point against the lead; tightly, ever so tightly, the little hand would be squeezed into a strained little ball. In fact the whole body would assume a strained, tense position. As for the writing, it would be black and small, a repetition, most likely, of Selima's ugly black marks.

Honestly, I cannot teach first-grade writing in this fashion. I've tried, before I knew better, and I've experimented just a bit, to be very sure, since. Now, if you can evolve from these heavy, strained little marks good, light, easy writing, friends of the first-grade, read no further, my paper is not for you.

First, teach the children to sit well at their desks. If the feet are not flat on the floor, the weight of the body will be thrown forward, or backward, usually forward, and the body will fall over the writing. There is a good bit of psychology attached to good position while writing. Good position is conducive to dignified, careful, less strained work. Just hump yourself up over your writing, squeeze your pencil, and write a word. Now write it again, sitting up "tall," with feet flat down and pencil held correctly. Do you see what I mean?

Be sure to show the children frequently just what you mean by good position. Show! Show! Teaching writing should really be made up of nine parts *showing* and one part *telling*.

The matter of keeping the feet down is often a regular bugaboo the first few months of school, and my sympathies are divided between teacher and pupils. It is really hard for those little feet to stay down flat, for they love so to run and dance and play. On the other hand, it is of such great importance that the body be well balanced in the seat, that no teacher can slight this matter of "feet flat," without bringing down upon her head the wrath of the gods of writing, later.

Try injecting into this requirement something pleasurable, and the irksome task will change its color as quickly as any chameleon. Play that each little foot is a soldier on guard. Play they are pillars of a house, a king's palace if you like, or play they're trees with roots embedded firmly in the soil, or that the shoes are boats anchored, be sure the boats are anchored, in the harbor. Play that each aisle is a squad of soldiers and hang a little flag before the aisle where the soldiers stand guard the best.

But do not demand that the feet stay down long at a time. Five minutes at first, later ten. In lessons of fifteen or twenty minutes, when you are instructing at the blackboard, give the feet a recess.

As for the other details of body position, they

will fall into line readily once the lesson of "feet flat" is learned. The body should be thrown slightly forward at the waist. Head and chest should be held up,—comfortably; elbows should be placed just up against the edge of the desk. (Watch the left elbow in particular. It seems to have inherent evil tendencies and will slide off the desk at first two or three times in one short lesson.)

The paper should slant a little from left to right, and should be held to the desk by the left hand in the upper left-hand corner.

The pencil should be held loosely and the thumb should be placed high on the pencil, at least across from the first joint of the forefinger, which, in turn, should be placed about one inch from the end of pencil.

The thumb! Let it creep down to the lead point, and the letters will be black and heavy and small. Then to me will the writing be unteachable.

The pencil passes just in front of the knuckles and points "like a gun" over the shoulder. The hand should be cup-shaped, and not squeezed or strained.

Not so very many details after all, but each one is important in order to secure light, easy, large writing. Of course in correct arm movement, the hand should roll on the finger nails of the fourth and little fingers, and the wrist should be raised free from the desk; but I find that the average first-grade child cannot rise to these requirements until he has had at least six or eight months' training, and often indeed he cannot do it then. With the second year of school, however, come the more developed muscles, the muscles that will raise the wrist and allow the hand to roll on the finger nails.

So much for position and pencil holding. Now for the operation of writing. Something must move in order to write. What shall it be? Fingers entirely? Then cramping of muscles will result, together with "pinched-up" black work. Arm? Indeed, I wish it might be, since it has been repeatedly proven that arm movement writing is the one and only means of securing speed together with ease and legibility in the more advanced grades. But one can hardly expect those soft little cushions in the arm of the child to perform the feats required in muscular movement.

Let move what will. And what will move will be a combination of fingers, hand, and arm, provided, first, that the thumb is placed high on the pencil, otherwise, finger motion entirely; and, secondly, that large, simple exercises in arm motion be given from the outset so that the arm will learn that it really can move on the desk, and be loosened from its moorings.

These motions should be large, quick, and free. Over and back, a lateral curve across the paper, taken in time to counts, songs, and other music is a good start. I saw a little first-grade take this exercise to the tune of *Over There*. They sang the song as though Big Brother was truly "Over There" and they just couldn't help but swing their arms in rhythm.

Then, there's the "push-and-pull," or "in-and-out-of-the-sleeve" exercise. *Yankee Doodle* adapts itself splendidly to this. Be sure, by the way, that this, as well as all exercises, is made large at first. Another exercise is the retraced oval or "football." Any waltz or two-step will serve for this. Large retraced letters such as *i*, *o*, and *n* about an inch in height make good exercises. Forgive me if I repeat: Be sure that the exercises are both large and quick, otherwise you will have finger motion. And also be sure that each exercise is carefully made and placed on paper according to instruction.

Let the children do a great deal of work on the blackboard, for here the arm is "limbered up" and the formations are most easily taught.

And now comes the eye training in connection with writing. Teach the children from the first to observe carefully each minute detail of the letter. Draw lines on the blackboard five or six inches apart, and write a word in the first space. Write large, the tall letters one full space, and the smaller letters one-half space. Tell a story about the word: "A little gray squirrel"—or "A little stray lamb,"—you know the tastes of our little first-graders in the selection of subjects, but be sure your animal *runs*, for you know we are to encourage brisk work in order to avoid heavy drawn-out writing. Drill on each stroke of the word. Separate the letters; ask Joe to make a single *l* on the blackboard; ask Kate to make an *m*. Let the children look for flaws. Show the difference between the first stroke of the *l* and that of the *m*. Toss a ball to illustrate this ("under-hand sling" and "over-hand sling," the boys call it, I think); most likely you'll have half a dozen contraband balls in your desk,—cruel tyrants that we are! Conduct the lesson with the specific aim: observation of details. Now, ask a child to write the word, stroke under stroke, in the space directly under your word. How plainly the flaws stand out! Encourage kindly criticisms. Sometimes I surprise an eager little critic by saying:

"Come to the blackboard and show us what you are trying to tell us. Make the letter just as it should be."

It is quite as important that the eye be trained to recognize the details of the letters as it is that the muscles of the arm be trained to write.

And now, having drilled carefully for several months on body position, pencil holding, exercises, and formations, let us take inventory of our results. Perhaps by this time we are writing the word, "girl." First, is the word written lightly and not patched? Secondly, is it legible? How many Selimas are there in the room? Conditions vary so extremely in first grades that it is difficult to use the yardstick here, but, if there approaches a 40 per cent of Selimas in the room, surely,—let me tell you a story!

A man once started out to row a boat but the boat wouldn't row. He tried and he tried. He took off his coat and tried some more. "Just look at this boat," he said to himself, "it just won't row!" Along the bank sauntered a ten-years' growth of freckles and boy. "Hey, mister!" he called, "maybe if you untie your boat it'll go."

Don't you see, it isn't the boat nor the oars. If there are too many Selimas in the room, you may know that the boat is tied somewhere. Let's find the rope.

If the lines are too heavy, black, and small, watch the position of the thumb on the pencil, and also give more exercises in the large arm motions, making sure that they are practiced briskly. Show just how to obtain light lines; talk "Light lines" in every lesson; put the "Light line" papers up on exhibition in the room. Light, unpatched lines are the first rung in the ladder, you know. Give special work to those who have the greatest difficulty with that troublesome little thumb.

Are the words legible? If not, maybe the boat is tied to the rock of careless or inaccurate visualization. Send the children more frequently to the blackboard. Also write copies for the children on slips of paper that may be placed over the child's work each time to prevent him from copying his own mistakes as he writes down the page. Be sure also that the writing is large, for maybe the boat is tied just here. Write large and write lightly! Write large and write lightly!

And one thing more: For the sake of our many little Selimas, do not hurry along too fast. Sometimes, when the classes have seemed particularly immature, we have waited until after Christmas before actually writing. Are you a good gardener? In gardening, we prepare the soil and sow and tend and weed and water, you know, before the blossom comes. So must we prepare those little hands and arms to write, and those little eyes to see just what it is that they should write. Had I to choose, I should much prefer that a little first-grade child be first taught to sit well, to hold his pencil well, and to make a few light strokes, than to write.

As for the much used yardstick of today, the yardstick that measures by chart and by "mental test," the results of our teaching,—measure, if you can, the stored-up energy and future growth in the seed that we are tending in our garden! I read, recently, a facetious article on the over-use of the modern yardstick; the old-fashioned spanking, it seems, has quite gone out of date, because of the time and effort lost in the up-stroke of the hand!

But, like everything else, perhaps there are yardsticks and yardsticks. If a measure may be applied to other than visible results in black and white, well and good. Apply, if you will, the yardstick to the healthful position of the child at his desk and to the fundamentals of writing, but spare your measure, oh, educator, who never for one day in all your life have struggled with a five-year-old Yakovlevich,—and I do not mean this in disrespect at all,—from the visible results of the child's work in writing until Mother Nature gently releases the rope that holds the boat.

Today, if I were Selima's teacher, I should realize that both child and teacher were wasting precious time in struggling with a task far beyond the capabilities of the child.

Gradually, very gradually, I should teach her to sit at her desk in a healthful position, telling her stories of the little bent twig and the straight twig that grew into a fine tall tree. I should let her make "footballs" to her heart's content, at the blackboard.

More gradually yet, I should teach her to hold her pencil. If, at the close of the year, she could write but a few short words lightly and legibly, I should say to her and to myself, "Well done!"

I am sure, too, as I look back now, that I should also give Selima a picture book, and send her out to pick violets!

As for the "committee-man," well, he was a good farmer, and I think he'd understand about Selima's development being like the seed, if it was pointed out to him. Maybe, after all, I couldn't convince him, but I should certainly try.

Neighborhood Food Conservation Classes

By Lella M. Ayres, Worcester, Mass.

EVERY kindergartner who attended the annual session of the International Kindergarten Union held in Boston in May, 1917, must have been thrilled by the clarion call to service for the little child during this great war upon which our nation had just entered. Then and there the members pledged each other to get nearer the homes of the little children under their care, and bring about a better co-operation between mother and teacher leading to stronger, healthier, and better trained children.

The kindergarten teachers of Worcester, Massachusetts, went home to work out their problem and to find what their part was to be in this great war emergency. The following September found their plans materializing, and under the leadership of the kindergarten director, Mrs. Mary H. Barker, the kindergartners were divided into two sections, one group taking a course in clothing conservation, and the other group taking food conservation with a view to leading classes among the mothers in each school district. The Worcester County Farm Bureau came to their assistance with teachers for these courses, and the Girl's Trade School provided the meeting place.

During the months of January and February when the school buildings were closed on account of the shortage of coal, the group which had been in the clothing conservation class was given the chance to take up the food conservation work under the instruction of the city leader, Mrs. E. F. Spencer. By the end of February all the members of these food conservation classes had been thoroughly trained as assistants to the city leader in this work of spreading the message of food conservation for their country. Each group had received at least ten lessons and had caught the inspiration for the work which their enthusiastic teacher conveyed to them. At each lesson two members of the class demonstrated the work which had been given them during the previous lesson by their teacher, thus gaining experience in giving out to others what they had learned, and also gaining confidence in themselves in dealing with a subject which had been foreign to many of the teachers. At the close of the course an open meeting was held to which each kindergartner was allowed to invite two of the mothers in her school district. Three enthusiastic demonstrations were given at this meeting by members of the classes, and, as a result, twelve homes were opened to these newly trained food conservation assistants as a beginning of their work.

The aim of this new work was to teach a wiser expenditure of food money in order to get better nutrition in families where the income had not increased in proportion to the high cost of living; to explain the "What, How, and Why" of conservation to that class of people who reason little, so that there might never be a rise of that fear that sometimes ends in riots; and to teach proper substitutions that our country might be served and our people well nourished.

As a result of this thorough preparation the kindergartners formed about fifty neighborhood groups, gave nearly four hundred demonstrations, reaching approximately five thousand women of fifteen nationalities, including American, Assyrian, Armenian, Colored, Danish, English, French, Finnish, Irish, Italian, Jewish, Lithuanian, Polish, Scotch, and Swedish. Most of these groups had five or six meetings, some held weekly, others biweekly, with such subjects as the following being chosen for the demonstrations: Yeast War Breads, Quick War Breads, Cereals, Use of Milk in the Diet, Building a Fireless Cooker, Economical Use of Meats, Meat Substitutes, Salads, Conservation of Fats, Sugarless Cookery, Simple Desserts, and Food for Children. Before giving a demonstration, each kindergartner had a conference with the food conservation leader, Mrs. Spencer, when the plans for the meeting were thoroughly discussed and any needed help given. It was the custom for two kindergartners to join forces and conduct the demonstrations together, one, who felt more proficient in the culinary art, doing the cooking, and the other teacher talking, giving the economical reasons, the dietary reasons, and the patriotic reasons for using the various substitutes.

The city of Worcester furnished the supplies for these demonstrations under the direction of the city leader, a supply room being equipped with the necessary flours, meals, eggs, vegetables, etc. This supply room was open certain hours during the week

and in charge of each of the kindergartners in turn.

Each new group formed meant much preparation by the kindergartner, often requiring as many as forty and, in some cases, fifty calls throughout the school neighborhood. These calls gave many chances for personal help with the problems that the women were having in their use of the substitutes. First a kitchen had to be found where the group might meet, and then the kindergartner or the mother, in whose home the demonstration was to be given, invited the neighbors to become members of this group. In most cases a member of a group would offer her kitchen with its equipment for a meeting place for the next demonstration, otherwise the kindergartner made personal calls in order to find another kitchen.

By meeting these mothers of various nationalities in their own kitchens, and by using the utensils found there, a certain reserve was overcome, and mothers who would never come to a meeting in the school building because "we can't speak English" lost their shyness in their accustomed surroundings and among friends speaking their own tongue. Interpreters were found useful in many districts, the kindergartner waiting every few minutes to allow time for the interpreter to speak and repeat the questions which the mothers felt very free to ask of the interpreter. A large group of thirty women meeting in a Day Nursery in the evening was composed of six different nationalities, and time was given during the demonstrations for each group to talk it over among themselves, each finding some one in her group who could explain what she did not understand.

In some groups the kindergartners were able to find a person who could write translations of the various recipes, thus making the mothers very happy by putting the recipes before them in the language they were most familiar with. A Finnish minister was glad to translate the recipes and promised to help advertise the meetings. "Because," he said, "it makes our people feel more at home here to learn American ways of doing things." The free bulletins issued by the U. S. government were distributed at the meetings, most of which have been translated into the various languages.

Notices of these neighborhood classes were given in the foreign-speaking churches and also in the newspapers printed in the language of the nationality the group was trying to reach. After the school buildings were opened and schools were in session again the teachers of the upper grades co-operated by asking the older pupils to copy the recipes either in the English or the foreign language to be given out at the demonstrations. In many cases the children were eager to carry the recipes home for mother to try.

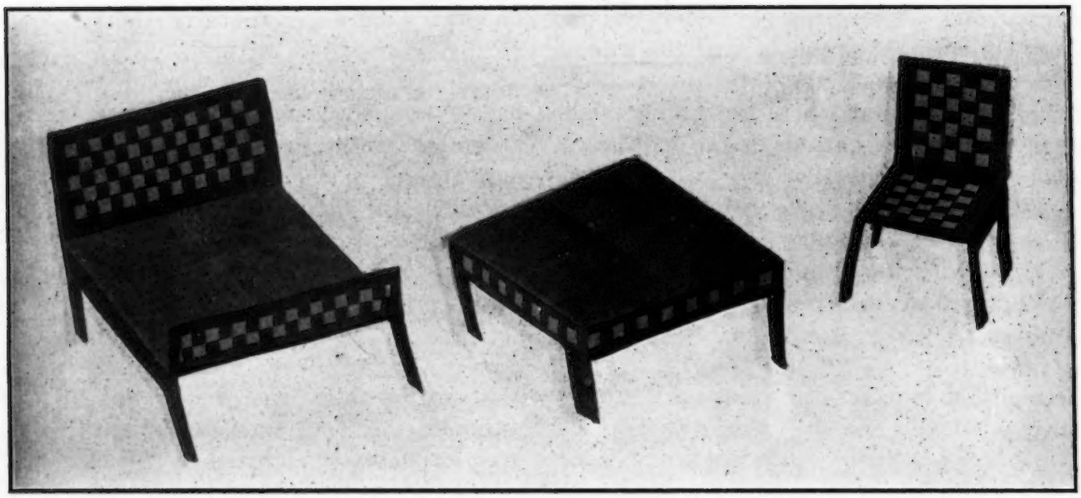
The work with the foreign-speaking mothers had a twofold benefit, since working together on a common subject in a home kitchen brought the mother and teacher closer together than anything previous had done. Where many of the mothers in certain districts had covered the food conservation work down town with the Farm Bureau expert, the kindergartner in charge of this neighborhood was left free to help in other districts. The kindergartners were always ready to answer calls for conservation talks wherever groups of women were gathered, such as Chain Teas or Red Cross meetings. In some cases kindergartners made a specialty of certain demonstrations and were called upon to give these in other districts besides their own, sometimes assisting the city leader, Mrs. Spencer, by taking classes for her.

The attendance at the demonstrations has varied from four to forty-two. As a climax to the work in a neighborhood a meeting was sometimes held when all the mothers throughout the district were invited to the school building and a demonstration given by the city leader, calling out a large attendance. But the meetings in the home kitchens, averaging about ten people, were considered very successful. Watching a certain kind of muffin made, and tasting it afterwards, made a concrete appeal to the mothers, which never would have been brought about by reading the recipe in a newspaper. The mothers often said, "I like that and I am going home to make it." One grateful mother wrote the kindergartner, "I just want to tell you that I appreciate all you have taught me in these few lessons."

The eager attention given and the intelligent questions asked, were proof that the seed had fallen upon good ground. As the meetings went on, the spirit of anxiety and discontent over what was "being taken away from us," changed to a great willingness to help win this war. Intrenched in their kitchens, these women are buckling on their aprons and shouldering their domestic guns, in order to help make our country a safe place in which our children may live and grow to be free citizens of a liberty-loving country.

Hand Work for the First Grade

By Lolita Holmes, Portland, Ore.



TWO squares of heavy construction paper, 9″ x 9″, are necessary for making the table, bed, and chair shown in the illustration. Fold both squares into sixteen small squares.

Bed: Fold left edge of large square to first crease, making fold indicated in diagram by line A B. Cut on lines corresponding to solid lines in the diagram and fold on lines made with dash and dot.

Table and chair: Cut large square on line indicated by C D in diagram, using one half the square for table and part of the other half for the chair. Cut on solid lines, fold on dash and dot lines.

Save the oblong marked 1 and the squares 2 and 3. Fold these through the middle, cut slits, and weave strips of paper of contrasting color into the mats thus made. Use the two square mats to paste on the back and seat of the chair, and the oblong mat for the head of the bed.

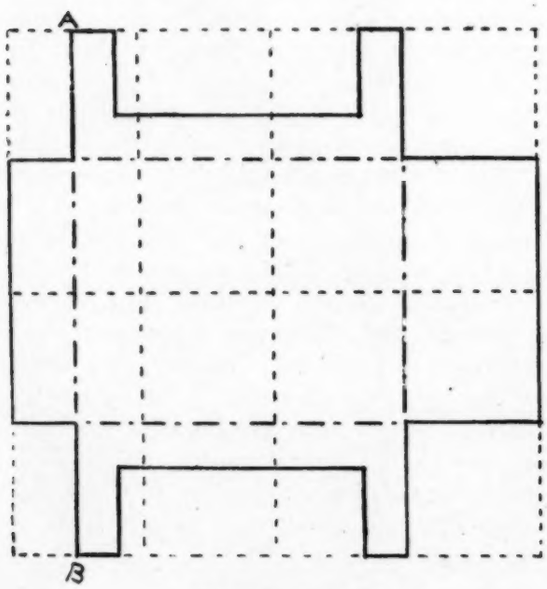


Diagram for Bed

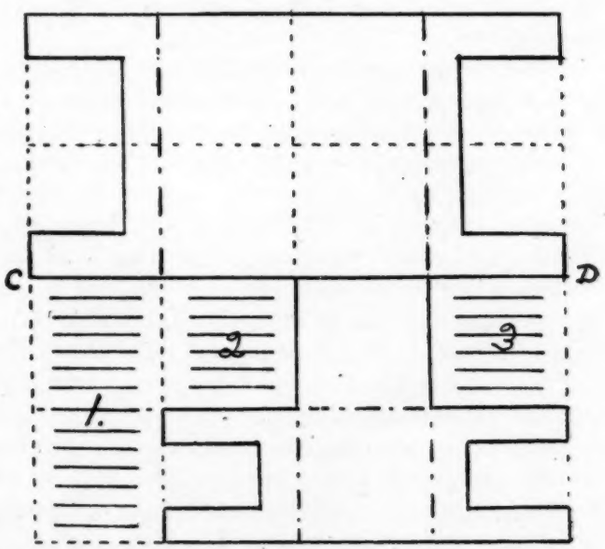


Diagram for Table and Chair

Pasteless Paper Projects

By S. E. E. Hammond, Assist. Supervisor of Art and Hand Work, Springfield, Mass.

A GROWING demand is being made that construction work should have a regular place in the school curriculum. This is true because, by meeting a natural desire in the child to create things, it develops muscular co-ordination, initiative, invention, the ability to plan and reason, and the increased power to modify materials along personal lines.

In paper construction the chief obstacles to overcome are the pasting of the parts, the instability of the articles when made, and the necessity for much drill before creditable work can be done. These objections are all met in the work I am presenting. This series of articles will run through the year and will form part of a book which will be published later.

The work is approached through the things that interest the child the most—the things in the home, the community, and the school. Aside from the pleasure derived, it can be used to help the child visualize, thus making plain elements in other subjects by illustrating points in history, geography, etc. It can be used in all grades in making house furnishings, interior decorations, folios for papers, in illustration of stories, in planning and making theater boxes and holiday gifts.

The test of the profit in construction work is the ability to develop original forms based on a typical form. This series of articles will give typical forms that can be used as a base for original work.

The advantages of this method are many.

1. It is *Possible:* No child is too small to use it. When taught the basic unit, any child can work out the entire construction without the teacher's assistance.

2. It is *Provident:* It uses material at hand and uses all of it.

3. It is *Permanent:* Paste attracts mice that destroy the work.

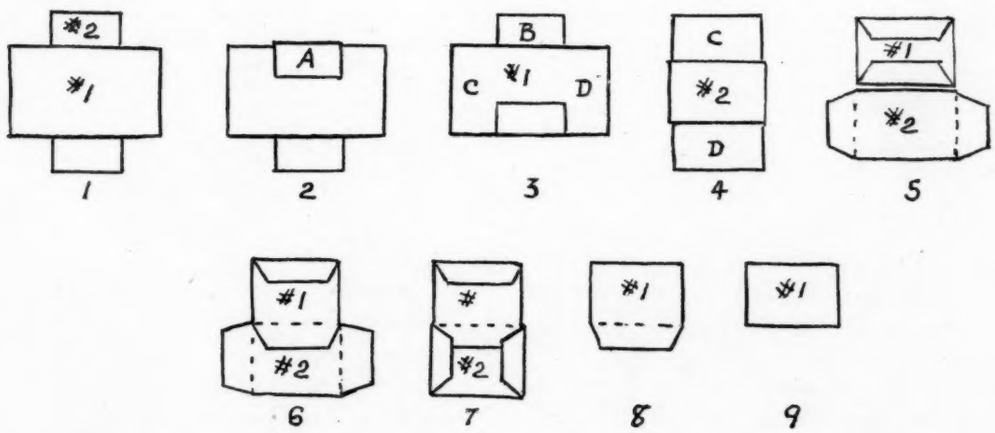
4. It is *Practical:* It is not a theory, but has been tried out in the schoolroom.

5. It is *Usable:* Its requirements are so simple it can be used successfully in both the large cities and the small rural schools. It fills the practical needs when correlated with other school work and home problems.

It is popular because it is practical, permanent, possible, and usable.

The Folded Unit

Cut two pieces of paper, No. 1, 4″ x 7″, and No. 2, 3″ x 7″, in size. Place No. 1 on No. 2, as in illus. 1, being careful to keep the projecting ends even. Keep paper flat on the desk when folding the unit and see that the fold turns closely to the edge of the other paper. Fold down the upper part of No. 2. See A, illus. 2. Crease well. The success of this work depends largely on the good creasing when folding the paper. Turn the paper in the position shown in illus. 3 and see that No. 1 is pushed down well into the fold. Fold B similar to A in illus. 2. Turn paper over and one quarter way round (illus. 4). Fold C and D similar to A and B. Take papers



apart and place on desk in the position shown in illus. 5. Part or all of the ends may be trimmed as shown in illus. 5. Lay down the lower folded edge of No. 1 (illus. 6). Close the side doors (illus. 7). Lay No. 1 down over No. 2 (illus. 8). Now taking these papers in the left hand, tuck the remaining end inside the unit similar to the opposite end (illus. 9).

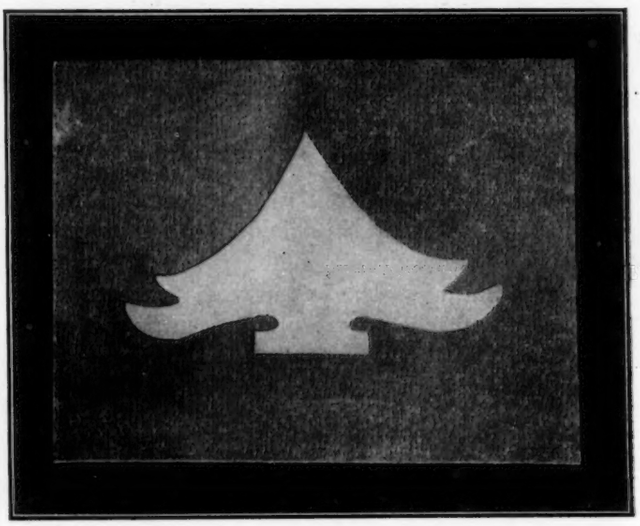
Note 1. Be careful in folding all units that the paper folded is creased closely to the edge of the other paper.

Note 2. In the projects where the pupil finds difficulty in handling the dimensions given, the teacher may cut the pieces with the paper cutter ready for the pupils to fold.

Sachet

Green paper, 1 sheet, 7″ square.
Red paper, 1 piece, 2″ x 6″.
a—1 piece, 4″ x 7″
b—1 piece, 3″ x 7″ } Unit, 3″ x 4″.

Fold unit as described. When the pieces are in the position as in illus. 7, lay in one or two layers of sheet wadding and sprinkle with sachet powder, then finish folding the unit.



Sachet

Cut two trees from red paper and paste one on each side of the unit.

Suggestive Pictures for a Calendar for the School Year*

By Kate Mann Franklin

HOW can these pictures for the months of the school year be used by the teacher and the pupil?

In the first place, the outline drawing may be colored, the sheet cut out and mounted on dark cardboard, leaving a margin all around, the different parts being colored by different children.

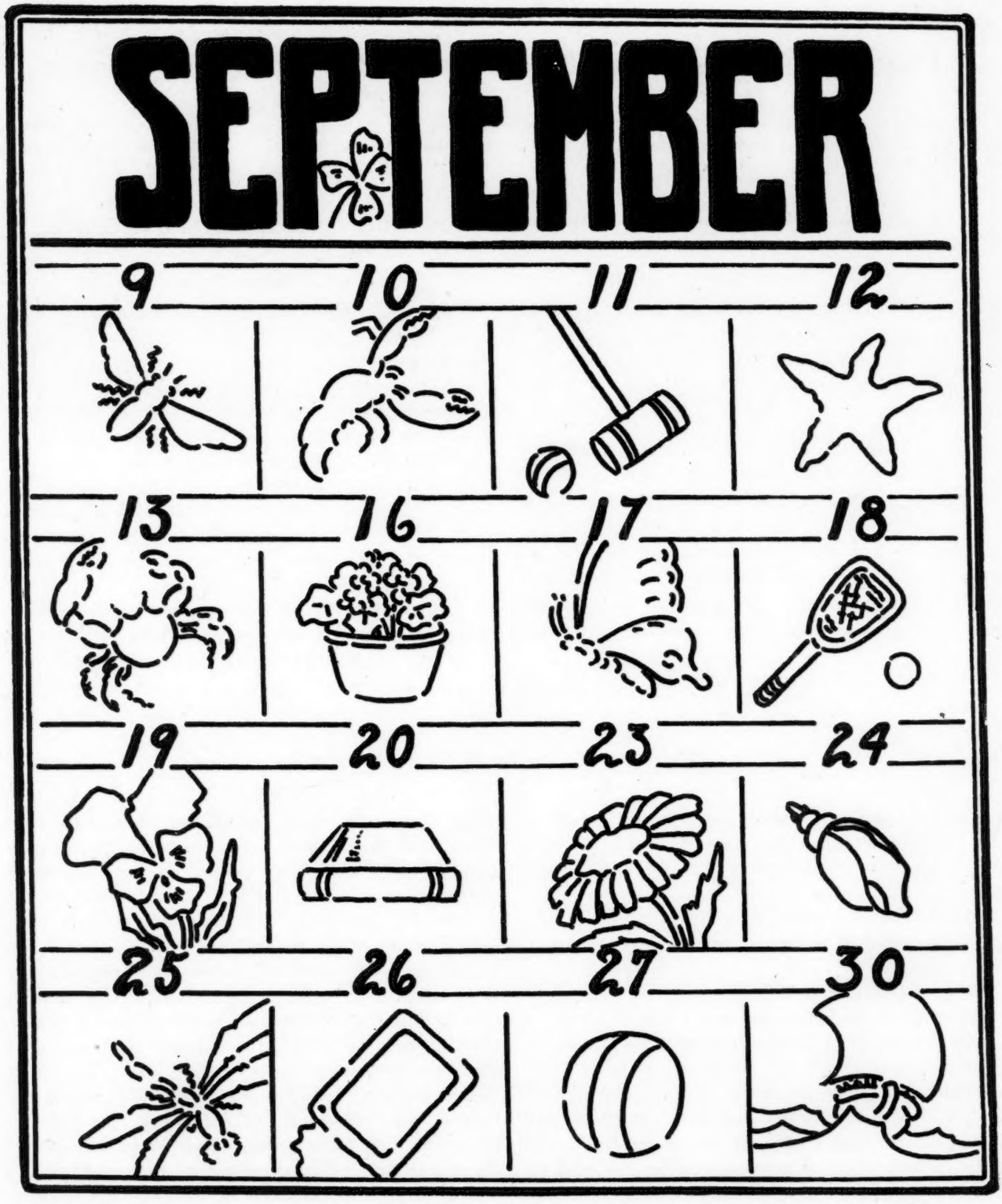
Again, the design may be carried out in paper cutting, making large poster pictures each month, all the children participating.

Again, the teacher may rule off a large sheet of some kind of heavy paper in squares or oblongs for the school days, and as each day passes the children may draw pictures, one for each space, of what they have seen or heard or done in the big outside world or in the schoolroom. This can all be carried out in colored papers and results obtained very quickly, or the space filled in with paint or crayon and pasted on the calendar sheet. Then the picture for the month may be hung above this sheet.

September

It is the first month of the school year, and the children are thinking of all they have seen, all they have done, in the vacation time. Some have been to the seashore and have brought back trophies from the sandy beach, others have spent happy days among the hills, all have seen new wonders, and with the returning school days they are ready

*See Frontispiece.



to put their new mental pictures before their teacher in many ways, with pencil or crayon, paint or colored chalk, paper or sewing card. Some have brought real objects from which to paint or draw a picture of their glad experiences in nature's wonderland. It is a time of happy and busy return to work.

Practical Suggestions That Have Proved Their Worth

Under this heading will be printed each month short practical suggestions sent in by subscribers. Will you co-operate by sending an account of one thing which has proved especially helpful in your school? For every practical suggestion which is accepted, your subscription will be extended for one year, or a cash payment of $1.00 made.

How Two Common Games can be Used in Kindergarten and First Grade

Bean Bag

KINDERGARTEN: Place the bean bag board in the center of the ring. Children stand on circle and each child has a turn in throwing the bean bag. If it goes through one of the holes, he has another turn.

First Grade: The children in turn stand six feet from the board, and throw the bag. If it goes through the upper hole it scores five, through the lower ones three or four. The numbers should be marked over the holes, and may be changed from time to time. One child acts as score keeper, keeping score on the blackboard, and at the conclusion of the game each child adds his own score.

Ring Toss

Materials: Two wooden upright standards which may be made by the sloyd department and two or more rope rings.

Kindergarten: Place one standard in the center of the ring. Children stand on circle and each takes a turn in throwing the rings. If one ring goes over the standard he may have another turn.

First Grade: Place the two standards ten feet apart. Draw a circle around each. Each child in turn throws the three rings. Placing a ring on the standard counts five, and inside the circle three. One child is chosen to be score keeper.

Both of these games were used during the period of independent activity and correlated with number work.

EMILY MCCLEAN, Los Angeles, Cal.

How to Make Leaf Impressions

MATERIALS: Printers' green ink. This may be purchased in pint cans from any printing office. One pint of ink will serve about two hundred pupils.

Manila drawing paper, 6″ x 9″.

Blotting pad, 6 inches square (one for each student).

Paint brush, medium size.

Natural leaves (any kind, one for each child).

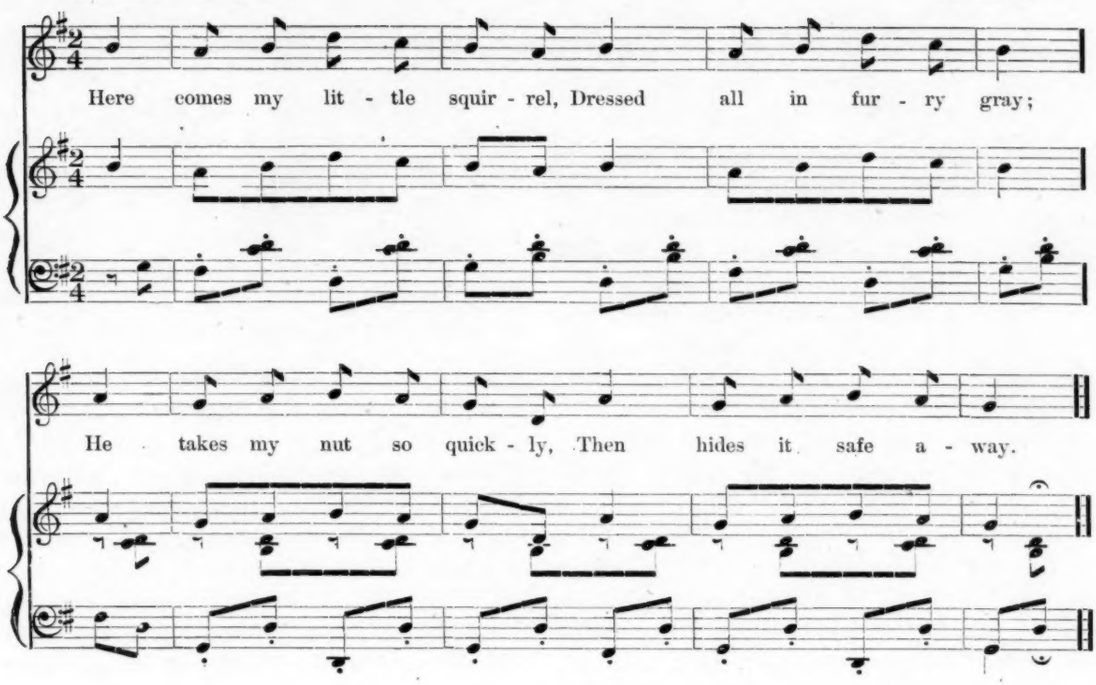
Old newspapers (each pupil needs two pieces).

Instructions: With the brush cover the blotting pad *thinly* with the green ink. Place the leaf of which you wish the impression taken on the thinly covered blotter with the *rough* side of the leaf *downwards*. Place piece of newspaper over the pad on which the leaf is and with your hand rub the newspaper gently to get a good impression of the leaf. Carefully take the newspaper off from the blotter. Carefully raise the leaf from the blotting pad. Place the leaf with the rough side downward on a piece of drawing paper, cover with the second piece of newspaper and gently press. Remove the newspaper, then remove the leaf. The result will be a splendid impression of the natural leaf. The exact veining of the natural leaf will be shown. The impression will resemble a pen and ink drawing. A very pretty booklet can be made by making several leaf impressions and binding them together. One leaf may be used for each page. Opposite each leaf may be written a story of the leaf. This story should include the following points: (1) When the leaves were gathered. (2) History, use, etc., of the tree. (3) Comparison of different leaves. If the leaves are gathered on nature trips the booklet will be a splendid motive to correlate art, nature, writing, and language.

EDNA E. HOOD,
Kenosha, Wis.

MY SQUIRREL

GERTRUDE MAYNARD — French Air



LULLABY

A. B. P. — Slav Folk Song

Lul - la - by, lul - la - by, Now the night is fall - ing,
Lul - la - by, lul - la - by, Stars will soon be peep - ing,
1
2 poco rit.
Hush - a - by, hush - a - by, Birds are soft - ly call - ing;
Hush - a - by, hush - a - by, Ba - by should be (Omit. . .) sleep - ing.
1
2
poco rit.

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Manuscript for the Music Department should be sent directly to the Music Editor, Miss Grace W. Conant, 8 Cumberland St., Boston.

A Year of Folk Tales

Selected and Adapted by Gertrude Maynard, Providence, R. I.

Foreword

FOR some time the writer has had in mind the preparation of a collection of Folk Tales which would enlarge the repertoire of the kindergarten and first grade teachers. The popularity of the Folk Tale among the younger children is unquestionable. *The Three Bears* and *The Three Little Pigs* bear witness to this. We would drop with weariness telling these two stories were it not for our eager audience, perennially appreciative. But when it comes to supplementing them, most of us could count our available program on the fingers of one hand. Probably the most perfect gem of folklore which has come down to us ready for use, without alteration or abridgment, is *The Elves and the Shoemaker*. It has all the beauties of the old fireside tale and none of its faults, and has served the writer as a model in her research for more such material. In looking over standard and excellent collections, she has found much that is admirable for second or third grade, but little for the wee ones.

Folklore is a veritable gold mine, but, like gold, it has to be separated from the dross. Stories that have a slight moral twist, or that are brutal in treatment, or that are painfully illogical, are not easy to handle with our innocent audience. The cruel stepmother, the wicked witch, and the silly fool with his undeserved good luck are not for the little child, with his vague ideals and undeveloped logical sense. They trouble and confuse both his moral and his intellectual sense. Hence we have been prone to use the more ready-made tale, and we have offended artistically by using the story as subject-matter to elucidate a program, enforce a moral lesson, or aid a reading method. Kind little sunbeams, rain fairies, baby milkweeds, naughty weathervanes, and discontented clocks have abounded, with trivial and inane reproductions, of great world myths.

To those who are willing to drop the idea of story-telling as a part of conventional subject-matter, and return to its original function,—that of pure enjoyment,—the ensuing series of Folk Tales is offered. Some familiar material will be found together with some novelties. Each story has been carefully selected and edited with the younger children in mind. They are all full of dramatic possibilities, and have been tested for two years upon children of kindergarten and first grade age. The editor has endeavored to keep the original style of the stories as much as possible, and has altered plots but very slightly, and only when absolutely necessary. Those who may object to any least deviation from the originals have, of course, access to accredited sources of Folk Tales. May these little stories, handed down from the childhood of the race, give joy anew to the children of today.

The Frog Prince (*Grimm*)

Once there was a little Princess. She lived in a beautiful palace all of marble with wonderful gardens. She had dresses of silk and satin and lace and velvet, and wore a little gold crown on her head. She had the loveliest playthings, and took her rides in a fine carriage drawn by two snow-white horses.

Of all her toys the Princess loved most her golden ball. Often she would take it to the gardens and there she would roll and bounce and chase it by the hour. In the garden where she most often played was a fountain. The water spurted up from the center where a little marble boy was holding a great vase. From this vase came the waters, always falling back again, making a deep pool at the edge of the fountain.

Now one day, as the Princess was frolicking with her golden ball, it fell in the basin of the fountain. Always before, if this happened, it had floated on the top of the water; but now it went out of sight like a stone. Anxiously the Princess waited at the edge of the fountain, but her golden ball was gone. At this, she burst out crying, and sat for a long time at the edge of the fountain, weeping into her little lace handkerchief.

Suddenly she heard a hoarse, croaking voice, "What is the matter, Princess?"

She looked and beheld a green frog sitting on the edge of the fountain's marble edge, and looking at her with big sad eyes.

"Oh, I have lost my ball, my golden ball," cried the Princess, "and I shall never see it again."

At this, she cried the harder.

"What will you give me," croaked the frog, "if I will get your ball for you?"

"Oh, anything," cried the Princess. "My playthings, the string of pearls around my neck,—my golden crown."

"I do not wish your playthings or your pearls or your golden crown," said the frog. "Let me come

and live with you,—sit and eat and sleep at your side, always be with you, night and day. Do this for me and I will get your golden ball."

"Yes, yes," cried the Princess. "You may have anything, do anything, if you will only get my golden ball."

She dried her eyes and watched the green frog. Splash! He jumped into the water. Presently he came out again. In his mouth was the golden ball. Quickly the Princess seized it and started to run away.

"Stop, stop, little Princess! Have you forgotten your promise? Wait! I cannot go so fast."

But away ran the Princess, carrying her golden ball and trying not to hear. She could not bear the thought of having the frog live with her day after day. She ran up the palace steps and into the great hall. She found the King and the Queen, with the lords and ladies of the court, at dinner. Quickly she slipped into her chair, where a servant stood waiting to serve her. No sooner was she seated than she heard a noise outside. Flip, flap! the frog was coming up the steps. Flip, flap! the frog was knocking at the door.

When a servant opened the door, and the frog hopped in, all were amazed. The Princess burst into tears.

"What is all this, little daughter?" asked the King, taking her up on his knee.

The Princess sobbed out her story of the lost ball and what she had promised the frog. The King looked grave.

"A Princess always keeps her word," he said. "If you have promised the frog that he may live with you, let him begin at once."

So the Princess returned to her place, and moved over a bit in her chair. The frog leaped up beside her, then from her chair to the table. Now the Princess was eating meat and fried potatoes on her little silver plate. Slowly she pushed some of it towards the frog, who ate it hungrily. He also drank from one side of her silver cup. And that was the way of it from that time on. Everywhere the Princess went,—everything she did,—there he was at her side. When she went to her play room, the frog went too, and nestled close whenever she took up one of her toys. When she rode out in her grand carriage, there was the frog beside her, seated on the cushions.

"What a strange pet our Princess has," whispered the people as she passed.

When she walked in the rose garden, there was the frog hopping behind or at her side. At night he hopped up on her lovely lace bedspread, then to the edge of the pillow, where he slept all night.

Now all this was grievous to the Princess. He never spoke to her from that day at the fountain, but looked at her with such sad eyes that she hated him. It vexed her to have him continually about her, and she tried to forget him as well as she could.

And so it went on day after day, until I think he may have been following her yet, had not a strange thing happened.

One day the Princess was looking at a favorite picture book. As usual, the frog hopped close. Suddenly she felt that she could endure him no longer. She struck him with her hand and he fell heavily to the floor. There he lay, looking at her sadly. The Princess was overcome with pity, and quickly she felt sorrowful that she had been so unkind. She stooped down and touched him gently for the first time.

"Poor frog," she said, "I was unkind to strike you."

But lo, the frog was gone, and in his place was a beautiful boy. He was dressed in black velvet and had the air of a Prince. Kneeling, he kissed the Princess' hand.

"Thank you, thank you, Princess," he cried. "You have broken the charm. When I was a baby, a witch changed me into a frog, saying that I could never take on my own form until some one should touch me kindly with the hand. Alas. No one likes to touch a frog, and I have waited years for a kind touch."

Greatly amazed, the Princess led the young Prince to her father, the King. The boy proved to be indeed the Prince of a neighboring kingdom who had been missing for years. Often the Princess' father had heard of the young Prince's loss from his cradle when a baby. So he at once sent messengers to the Prince's father, who was wild with joy to recover his lost son. The little Prince said good-by to the Princess, and entered the fine carriage sent for him; and soon he was in his own country and in his father's arms. But he never forgot the Princess who saved him from his unhappy life as a frog, and often he sent her gifts, and often they visited each other, and many a merry frolic they had, playing games in the palace garden. But best of all, they loved to play with the golden ball.

Fairyland is the stage world of childhood, a realm of vicarious living, more elemental and more fancy-free than the perfected dramas of sophisticated adults, whose ingrained acceptance of binding realities demands sterner stuff. The fairy tales are classics of a particular kind; they are children's classics, artful adaptations of life and form which grip the imaginations of little folks.—*Henry Suzzallo.*

Clyde's Helpers

By Carolyn Sherwin Bailey

"ARE you surely all ready for school, Clyde?" his mother asked. "It makes a difference in the whole day if you begin it right."

"Oh, yes, mother," Clyde said, starting to get his cap and coat, and the strap for his books.

But on the way to the closet in the hall where his coat was hung, Clyde went through the living room, and there on the rug in front of the fire sat Snowball, the white cat. Snowball was very busy indeed. She was using her rough little tongue for a hairbrush and with it she was brushing her fur until every hair of it was smooth and in place.

"Come, Snowball; come, pussy, as far as the gate with me," Clyde said; but Snowball was too busy brushing herself to go.

Clyde's books were upstairs on the table in his room. When he went up to get them, he heard a splash of water in the gold cage of the little canary that hung by the window. There was a tiny porcelain tub in the canary's cage and Clyde's mother had filled it with fresh water that morning. The canary was splashing up and down in the tub, dipping his wings and all his feathers in the water, and even his little yellow head, and then shaking off the water in a shower of silver drops.

"Sing to me, Peter, before I go to school," Clyde said; but the canary went right on splashing in the little bath tub. He was too busy to do anything else just then.

Clyde went out of the front door and into the garden. It was fall and Mother Wind was out with her many brooms, sweeping through the paths. She was brushing away the leaves and the dirt, making the garden clean for the winter.

"Race with me to school, Mother Wind," Clyde called; but Mother Wind did not seem to understand.

"*Whoo-whoo*," was all Mother Wind said, for she was much too busy to go for a race.

Clyde came to the fountain, now, at the edge of the garden and he looked in the pool that was as clear as a mirror. Oh, what did he see in the looking-glass of the fountain? There was a boy who had forgotten to fix his hair as tidily as Snowball had straightened hers. There was a boy who was not washed as clean as the canary who splashed in the little porcelain bath tub. There was a boy whose suit and shoes were not brushed as well as Mother Wind was brushing the garden.

"Why, I'm not ready for the day, after all," Clyde said as he ran back into the house. And when he came out again, with a clean face and tidy hair, Mother Wind raced with him as far as the school.

National Council of Primary Education

DURING the last school year the National Council of Primary Education has made most encouraging progress. Our membership has increased about fifty per cent. Interest in our ideals and purposes has increased in a much higher degree. Increase in membership has been notable in two states, Indiana and California. In both of these states an impetus was given to the work through semi-social functions in connection with the State Teachers' Association meeting. The enthusiasm generated at that time carried over into the organization of local groups in various towns. Reports from these groups indicate most enjoyable and profitable study during the year. The topics which have been discussed at the general meetings have been studied in their relation to local conditions. Several groups have made a special study and observation of the work of the between-recitation period.

Among the recent additions to our membership is an entire organization in California known as the Kindergarten-Primary Council of the West. This council was organized with aims quite similar to our own before its members became acquainted with us. On finding the field already occupied by a larger organization they have voted to affiliate with us. They come in as a local group retaining their name as a group name. We extend a cordial welcome to this new group.

In this connection we wish to extend through our membership an invitation to all independent groups of teachers whose aims and purposes are in harmony with the principles for which the National Council of Primary Education stands, to join forces with us. In union there is strength. Whatever we may hope to accomplish, we are more sure of success if we are standing together as a unit. Only by such means will it be possible to impress our ideas upon the public mind. What all primary teachers stand for will be a matter of importance. The individual expression of the individual teacher or of the small group often passes for mere opinion. The stronger we grow the more influence our collective opinions will have. To be mutually helpful we must stand together.

Reports from the field indicate that not infrequently when a teacher is invited to join the Council she asks, "Will it help me to get my salary raised?" This is a big and burning question and the Council is not unmindful of its importance though it has not discussed the question directly. The Commissioner of Education, P. P. Claxton, has sent a letter to all school boards calling attention to the great importance of keeping up the educational standards during the war and the necessity of meeting the rapidly increasing cost of living by a corresponding advance in salaries. The National Education Association has a special committee at work upon this problem and there is a general awakening all over the country, which is bearing fruit in many quarters.

Arizona sends word that some schools which raised salaries in the middle of the year are making contracts for the new year at still further increase. This is timely and welcome news.

It is frequently suggested that one reason the teaching profession has been the last group to share in the general advance in salaries is due to our lack of organization and the common lack of professional spirit. A large percentage of our teachers pay dues to state or county associations because they must and not from choice or interest. The N. E. A. counts a bare two per cent of the teaching body in its active membership. Too many teachers are "earning their pay" in the routine of the school day and refusing to take interest or part in community affairs because they are "not paid for that." While it is all too true that as a body teachers are shamefully underpaid, it is also true that in some measure the fault lies at their own door.

How shall we mend our ways? The National Council of Primary Education urges its members, and through them all primary teachers, to rouse themselves to a keen appreciation of their professional responsibilities. It behooves each one of us to keep alive to the demands of the time—this strenuous war time which bids fair to overturn prejudice and set in motion in a year more progressive movements than can often be accomplished in a decade. Something is bound to happen. It is our business to be awake and help the right thing to happen. To accomplish this we must not only know ourselves what is going on but we must see to it that our co-workers are awake and active and that the sympathies of the public, the patrons, and the taxpayers are enlisted on the right side of every question affecting the school and child welfare.

The war is discovering our strength and our weakness in many unexpected ways. We are finding we can raise huge sums of money when we realize the need. Public conscience and public sympathy are aroused as never before, and the time is ripe for a great forward movement. If teachers would share in its benefits they must also share in its responsibilities. When we as a people feel the need for better provision for elementary education as a matter of immediate and pressing importance, the funds will be forthcoming. It is a part of the teachers' work to arouse this interest.

In the light of all these things Council members are urged to increase their activity in the organization of their co-workers for voluntary professional study devoted especially to the immediate problems of the war time in their special committees. They are also urged to make themselves vitally necessary to the community through active and helpful participation in its affairs, and to make the public appreciate the necessity for the best in educational opportunities for the children. Every teacher who follows this program will find her salary increased in her own town—or a better offer coming from another town. Upon this program the Council answers the question in the affirmative, "Membership with us will help you get a better salary, provided it is truly active membership." We cannot expect a return without an investment. How much money, interest, and effort have you invested this year in professional development?

ELLA VICTORIA DOBBS,
Chairman.

International Kindergarten Union

Twenty-fifth Annual Convention, Chicago, June 24-29, 1918

PLACE OF NEXT MEETING
BALTIMORE

New Officers

President, Miss Caroline D. Aborn, Department of Education, Mason St., Boston.
First Vice-President, Miss Julia Wade Abbot, Minneapolis, Minn.
Second Vice-President, Miss Lucy Gage, Kalamazoo, Mich.
Recording Secretary, Miss Ella Ruth Boyce, Pittsburgh, Pa.
Corresponding Secretary and Treasurer, Miss May Murray, Box 1626, Springfield, Mass.
Auditor, Miss Katherine Martin, Chicago.

New Branches

Minnesota Range Branch.
Kindergarten Mothers' Club of Cheerful Home Settlement, Quincy, Ill.
Highland Park (Mich.) Kindergarten Club.
The Susan E. Blow Memorial League, St. Louis.
Chicago Free Kindergarten Association Collegiate Alumnae.
New Bedford (Mass.) Kindergarten Club.
Graduate Kindergartners of San Antonio, Texas.

A SPLENDID spirit of patriotism and social co-operation, an atmosphere of earnestness and spiritual feeling, characterized the twenty-fifth annual convention of the I. K. U., permeating every session and every social affair to such an extent that no delegate could go home without carrying its influence, and there will be a new feeling of consecration and devotion in the heart of many a kindergartner who is faithfully doing her bit by serving in the field for which she has been trained.

It is often said that each year grows better than the last and this meeting was by far the largest and the finest and the best ever held. It was largest not only by actual count of registration, nine hundred and sixty, but largest in the size of its audiences, for there was even an overflow meeting of several hundred at one of the sessions. It was finest and best in its helpful and uplifting influence and the unusual unanimity of thought shown in its discussions, giving a wonderful sense of working together.

The Local Committee was so well organized and worked so well under the tactful leadership of Mrs. Mary B. Page, that everything moved smoothly and successfully through all the trying hours of a big convention. All the arrangements were marked by simplicity and thoroughness, from the simple paper badge without the usual expensive pin, the neat, handsome program without the usual envelope, to the beautifully rendered music so charming in its selections. Nothing was lacking in hospitality which would help toward comfort and convenience, but there was a noticeable absence of unnecessary and showy details. The "newcomer" was honored this year by a special badge, so that a cordial hand of welcome might be extended to the kindergartner who was attending a convention for the first time. This was a "pet project" of the hospitable president, Miss Stella Louise Wood, and this year was a fitting time to inaugurate such a happy custom.

Too much cannot be said in praise of the arrangements for meeting places, which were all comfortable and easily reached, nor for the admirable location and service of the Congress Hotel as headquarters. In the heart of things, and yet close to the shore of beautiful Lake Michigan with its invigorating breeze, it gave an opportunity for a delightful week's stay in the great city. The Blackstone Theatre, only a few blocks away, furnished ample accommodations for the big opening session and the still bigger "silver anniversary" celebration, and the Municipal Pier was a most attractive place for a session in which music formed so prominent a part. The day at the University was a profitable one, and all the arrangements for that day were well carried out. Even the delay in getting back to the city caused by a hard shower was cheerfully met by all and hats and dresses seemed none the worse for a few drops of rain. As this was the only inconvenience caused by the weather, which was most comfortable all through the week, no one has cause to complain of Chicago weather.

The Elizabethan Room at the Congress Hotel, which was thrown open for the use of the I. K. U. as headquarters, was the most commodious one ever offered by a Local Committee. The large tables arranged by the various committees were far apart so that there was never a sense of crowding and confusion, and the room was even large enough for the formation of the delegates' procession. Plain signs and placards were conveniently placed so that one could see at a glance what it all meant, and there were abundant supplies of circulars and pamphlets and literature of all kinds which might be needed. "Hospitality," "Registration," "Excursions," "Publicity," "Literature," "Accommodations," and "Information" were all in faithful hands, and Chicago has given a splendid example of team work.

A hospitable atmosphere was also given by the opening of all the kindergarten training schools of the city to visitors, and many kindergartners were given restful accommodations during the week. Other organizations extended a welcome to members of the I. K. U.,—the Cordon Club opening its rooms and its luncheon service to every one who wore the

I. K. U. badge, and the Chicago Woman's Club showing every courtesy in a similar way. The latter gave also the use of its rooms for the informal supper which was so much enjoyed on Tuesday. Even a moving picture house prepared a program of special interest to an audience of teachers and two performances were given on Thursday evening.

In a room adjoining the Gold Room of the hotel, where both business sessions were held, was a fine exhibit of art materials for kindergarten, educational toys, story and picture books, music books, and play room apparatus, and leaflets on nature work, toys, stories, and hand work were distributed. Several publishers and manufacturers co-operated in making this a valuable and attractive part of the convention.

From the first special meeting of the Bureau of Education committee on Saturday through the Supper-Symposium of Friday evening, and even through the excursions and small group luncheons of Saturday, there was a spirit of happy earnestness which is characteristic of kindergarten gatherings everywhere, but which was more apparent than ever before in this time of troubled world conditions.

Monday, June 24

As the real meetings of the convention did not begin until Tuesday there was not a large group of kindergartners in readiness to visit kindergartens on this first morning of the week, but those who assembled for this purpose were taken in charge by guides under the direction of Miss Helen G. Dwyer, and reports of helpful and interesting visits came back to the ears of those who were not able to join them.

In the afternoon, a fifty-six mile automobile trip through all the large parks and connecting boulevards was enjoyed. This took about two and a half hours, and was a pleasant way of being introduced to Chicago.

Tuesday, June 25

On Tuesday morning other groups were escorted to kindergartens in various parts of the city where both children and kindergartners did their part toward making the experience a profitable one.

Opening Session

In the afternoon the convention was formally opened by an inspiring session at the Blackstone Theatre. After the singing of the *Star-Spangled Banner* and an invocation by Rt. Rev. Samuel Fallows, D.D., LL.D., Mrs. Mary Boomer Page, chairman of the Local Committee, set for the convention its spiritual note in a few simple remarks of welcome. Cordiality and hearty good feeling were happily expressed and a deeper sense of spiritual responsibility was awakened by her earnest words.

Mrs. Helen Buckley Lee then sang three charming selections, after which Mrs. Page introduced a representative of the City Board of Education and Prof. Charles H. Judd, Director of the School of Education, University of Chicago, who in turn emphasized the desire of the city and its educational forces to extend a welcome to the I. K. U.

Professor Judd spoke of the fact that the kindergarten recognizes the need of social training more than any other branch of the school system, and because of this is a most important part of education, for people must be trained to live together, and the social habits and social modes that are promoted in kindergarten are a valuable preparation for later life. Even the university must depend upon the kindergarten for a good start toward the higher education which it promotes.

Mrs. Lee again made a pleasant interlude in the more formal proceedings by singing a group of delightful Chinese Mother Goose rhymes set to music based upon Chinese themes.

There were also piano selections of unusual merit by Mr. LeRoy Shields during the afternoon.

Mrs. Ira Couch Wood of the National and State Council of Defense gave credit to the kindergarten for starting on the right road some of the fine, clean soldiers now in service. She spoke of the child welfare movement which she represents and of the fact that the searchlight of war demands higher standards of physical efficiency, which can be encouraged by the kindergarten. The war is for the children of the future though they may not have to live through another one.

Miss Stella Louise Wood, president of the International Kindergarten Union, made a happy response to these addresses of welcome, thanking all for their courteous and hospitable expressions, and assuring Chicago that its splendid hospitality was appreciated in full. She spoke of the word kindergarten as a label made in Germany but full of American meaning, a beautiful memory from old Germany. She foretold the peace that is coming as a bigger, grander thing than has ever before been known and said that the children must be made worthy. It is the glorious duty of every kindergartner to make her children worthy of that glorious peace.

After three fine violin selections by Miss Amy Emerson Neill, Miss Wood introduced Mrs. Mary C. C. Bradford of Denver, Colo., president of the National Education Association, as the principal speaker of the afternoon. Mrs. Bradford's subject was *The Child and a War-Modified World*, and she gave, in eloquent language, a forward look to a new civilization. She spoke of the work of the kindergartners as absolutely war work, for the kindergartens are modifiers of world conditions, and she gave a ringing call to teachers to stand by their colors, rather than to follow the tendency to drift into other war occupations. She believed that the coming civilization would be entirely different from that of the past and closed with a glorified vision of this new civilization to which the world is tending.

The session closed with the singing of *America*.

At six o'clock delegates and officers came together again in the rooms of the Chicago Woman's Club, overlooking the lake, where an informal supper was served to several hundred. It was truly an informal gathering, without toasts or speeches, and gave the first real opportunity of the week for social meeting.

Conferences

Two conferences were held simultaneously in the evening, one for Training Teachers and Supervisors in the Florentine Room of Congress Hotel, and the other for Directors and Assistants in the Gold Room. The topics for both meetings were: *Experiments in Measuring the Progress of Kindergarten Children:* a. *The General Character and Work of Measurements in the Grades and the Need of These in the Kindergarten Field*, by Miss Alma Binzel, Minneapolis and, b. *The Application of Scientific Method in Kindergarten Education*, by Miss Bessie Park, Des Moines. The same papers were presented in both conferences.

Miss Binzel's paper was based upon the results of investigation made by the Bureau of Education Committee. Miss Park's was the result of experiments made in the kindergartens of her own city. She showed charts illustrating the per cent of children who were able to do certain things like bouncing or catching balls, matching colors, telling a story, and so on, at the beginning of their kindergarten training and again after a certain length of time had elapsed. This showed the progress that had been made in terms of actual measurement, and helped the kindergartner to choose activities with some definite reason. A curriculum could thus be compiled from these reports. She also spoke of the possibility of checking up a lesson in a way to show tangible results, and illustrated this by means of another chart.

In the discussion which followed, various methods of measuring which are in use in different places were mentioned, like the progress cards worked out by the kindergartners of Kalamazoo, Mich., for the purpose of giving to the first-grade teacher some definite basis for her work.

Miss Clara O. Wilson of Lincoln, Neb., a student at Teachers College, Columbia University, told of the method of procedure adopted in giving the kindergarten tests which formed a part of the scientific investigation carried on at the college during the past year, and gave concrete illustrations of some of the errors which came to the attention of the workers in this new field.

Wednesday, June 26
Delegates' Day

That it was truly delegates' day was evident to any one coming toward the Elizabethan Room just before 9.30 in the morning, for the large group of delegates formed there for the procession and marched up the stairs and through the lobby into the Gold Room to the music of a piano, violin, and cello. Round and round the room they marched and still there were more, the whole forming a wonderful moving picture of faces and dresses and colored banners. The procession was led by the two vice-presidents, Miss Mary C. Shute of Boston, and Miss Anna E. Harvey of Brooklyn, and just behind them came Miss Catharine R. Watkins, the former president, carrying a beautiful silk flag, which was later presented by her to the Union in behalf of the past presidents. The marshals, local kindergartners who had done most efficient work in arranging for the procession, marched next, and they were decorated with sashes in the I. K. U. colors, blue and gold, and wore head dresses of the same colors. The next place was given to Maine, the honored state of last year, and it was represented by its only delegate, Miss Nellie E. Brown of Bangor, bearing the I. K. U. Attendance banner awarded last year, the flag awarded for the most unique report, and her own state banner of white silk with decoration of a pine tree. Japan, with two delegates, followed, then Kansas, New York, and so on. Conspicuous among the banners was the New York City yellow banner, carried by Miss Fanniebelle Curtis; a beautiful purple and gold banner of the Susan E. Blow Memorial League, St. Louis; a Cleveland banner showing two little French children with the message, "Girls, do your duty; Relieve and Adopt"; a silver shield in the Chicago delegation; a big banner carried by Michigan with the words "A Little Child Shall Lead Them"; a blue and white banner with a Red Cross from the Washington City Kindergarten Club.

Two I. K. U. songs were introduced during the marching, the words of which will be found in another part of this number.

Before proceeding to the reports of the morning, Miss Watkins presented the silk flag, saying that a happy feature of anniversaries is the giving of presents, and that this was a present from the past presidents, ten out of fourteen of whom were at this meeting. It is hoped that it will lead the delegates' processions in the future, going from city to city, showing that this is the banner under which all are working. The words left with the Union by its former presidents were "Carry On."

Miss May Murray, corresponding secretary and treasurer, presented her reports for the year, showing the addition of seven new branches, making a total of one hundred and thirty-two branches and three hundred and eighty-six associate members in the Union, and a balance of $1,369.64 in the treasury.

Miss Clara Wheeler, chairman, reported for the Committee on Foreign Correspondence; Miss Annie Laws, chairman, for the Committee of Nineteen; and Miss Frances Wetmore of Chicago spoke for a few minutes on the Americanization work in which she is interested.

The rest of the morning was taken up with the reports of delegates from Branches, each speaking

delegate coming to the front with a delegate holding the state banner and then passing to seats at the side of the platform so that a better view of the banners might be given by this massed arrangement.

Over twenty states reported. An encouraging statement came from New Hampshire, whose delegate told of the fact that the railroad expenses of two delegates one way had been paid by the Branch, so that the inspiration of this meeting might be brought back to them. As this state is represented by one small association, it was an unusual expression of appreciation of the value to the Branches of these annual meetings, and the example may well be followed by other states and branches which have not considered before the importance of having a representative each year.

Every report spoke of war work along various lines, showing that kindergartners are all in active service and doing their part.

Mass Meeting for Kindergartners, Primary Teachers, and all Interested in Education

The Municipal Pier was the scene of the afternoon session, and a large audience gathered there for this splendid mass meeting. On the platform was a detachment of the Great Lakes Naval Training Station Band and a group of stirring selections was well rendered, the band also leading in the *Star-Spangled Banner* and *America*.

The first address was by Dr. John W. Withers, superintendent of schools, St. Louis, on *The War and Educational Reconstruction*. He gave a scholarly and thoughtful presentation of his conception of what education would mean in the future.

Prof. Peter W. Dykema of the School of Music, University of Wisconsin, Madison, and now a War Department Song Leader, spoke on *Community Singing*, emphasizing especially the value of music in the lives of the soldiers, for "a singing soldier is a fighting soldier." He called attention to the fact that while the modern popular war song may not be of value as a song, as a piece of music to inspire men it is a fine thing, and he told of the effect of thousands of soldiers singing together. Professor Dykema believes that if the war lasts long enough America may become a singing nation, a musical nation, with a music of its own.

In his own inspiring way, Professor Dykema then led the audience in the singing of patriotic songs, introducing a new one appropriate to the week, which was developed into a round and sung with much spirit by enthusiastic singers. Some of the audience may wish to recall the words, which were as follows:

Are you saving, are you saving,
Right along, right along?
Saving Stamps will help you
Ring the bells for freedom.
Ding, ding, dong! Ding, ding, dong!

This second day of the convention closed with a gathering at the Art Institute in the evening, where open house was kept for visiting delegates and interested guests.

Thursday, June 27
University Day

This was not only "university day" but "kindergarten day," for it was the one day upon which a discussion of special kindergarten subjects was introduced, and the program bore the introduction "Fair and free discussion is the firmest friend of truth."

Both sessions were held in Mandel Hall at the University of Chicago. The whole group of visiting kindergartners was transported to the University in various ways and spent a pleasant and interesting day at the two meetings, with a long intermission for refreshment and sight-seeing about the University grounds and buildings. Ida Noyes Hall was open all day, and the cafeteria accommodated a large group for lunch. Others were cared for by the ladies of the Hyde Park Baptist Church, and much praise was expressed for the efficient way in which the crowd was handled at this "self-service luncheon."

In the morning, the topic for discussion was *The Relation of Initiative and Organization in Education*. It was a significant comment on the trend of the times that the word "and" was used instead of "versus," and the discussion showed a remarkable agreement of opinion as to the value of both means of development. Papers were presented by Miss Caroline D. Aborn of Boston, Miss Grace E. Mix of Farmville, Va., Miss Catharine R. Watkins of Washington, Miss Mary Ely of Chicago. Miss Alice Temple read a few notes on the subject made by Miss Luella Palmer of New York, and several took part from the floor.

Miss Agnes Burke of Teachers College, New York, told of her experience in developing organization in both kindergarten and first grade, showing that the children gradually learn to organize groups for themselves, but that the teacher must stand ready to help, and act as a "court of appeal." She must know when to command and when to suggest.

Miss Julia Wade Abbot of Minneapolis brought out the point that the word "versus" between initiative and organization had made an unfortunate gulf between kindergarten and school and that both were needed in both kindergarten and first grade.

Miss Gail Calmerton, Fort Wayne, Ind., Miss Clara O. Wilson, Lincoln, Neb., Miss Jennie Faddis, St. Paul, Miss Meredith Smith, Pittsburgh, Miss Alma Binzel, Minneapolis, and others spoke a few words from the floor.

The presentation of invitations for the meeting next year was the last business of the morning. A strong appeal was made by Miss Stella McCarty of Goucher College, Baltimore, who spoke of the attractions of the city itself, and then of the need of the city which might be met by the influence of such a convention. Three other cities, Topeka, Grand Rapids, and Philadelphia, presented attractive

invitations, but it was later decided by the Committee on Time and Place that the Union would go to Baltimore, the decision being based largely on the geographic position of the city, as it is the policy of the Union to alternate between the East and the West so far as possible.

The afternoon opened with a delightful organ recital by Mr. Herbert E. Hyde, who afterward showed his special fitness for entertaining an audience of this kind by a group of kindergarten rhythms of which he was the composer and which were played by him on the piano and illustrated by children under the direction of Miss Grace Heywood. They consisted of a procession, bells, clocks, running horses, lullaby, bouncing ball, Indians, rowing, and others and were received with much appreciation.

The two addresses of the afternoon, which were also given before an overflow audience in another hall, were by Dr. Henry Neumann, Ethical Culture Society, Brooklyn, on *What the Kindergarten Can Do for Democracy*," and Miss Jane Addams, Hull House, Chicago, on *The Kindergarten and the Immigrant.*

The program closed with a presentation of a "Kindersymphony" under the direction of Miss Elma Weed. A wonderfully well trained and efficient orchestra of about twenty children under the leadership of a self-possessed little leader, guided by the piano, kept time on drums, triangles, cymbals, tambourines, and other simple instruments, the leader bringing in the different instruments for different effects with great skill. The entire orchestra was dressed in white trousers, dark jackets, and caps, boys and girls alike, and two older boys led the march on to the platform, carrying a flag. Several selections were played by the whole orchestra, then two kazoos played together, and a triangle solo was given. The children also sang *Keep the Home Fires Burning.* The march of the children down from the platform closed a delightful day.

Friday, June 27

Business Session

The work done by the various I. K. U. committees, who are "the eyes and ears of an organization," as Miss Wood expressed it, was presented at the Friday morning session in the Gold Room.

Miss Annie Laws, chairman of the Committee of Nineteen, told of how the special work of conservation had been turned over to sub-committees, and Miss Wheelock and Miss Harrison presented accounts of what had been done. The importance of more Branches for the I. K. U., so that there would be Branches in every state, was mentioned, and every one was urged to encourage the work of propagating the Union in this way.

Reports were read by Miss Grace E. Mix, chairman of Committee on Propaganda; Miss Nina C. Vandewalker, chairman of Bureau of Education Committee; with an additional report by Miss Catharine Watkins, chairman of the sub-committee on Federal Support of the Kindergarten Division; Miss Julia Pepper, chairman of Child-Study Committee; Miss Grace Hemingway, chairman of Committee on Literature. The report of the Committee on Music, Miss Maude Thayer, chairman, was read by Miss Maude Eggleston, and the report on Necrology, Miss Fannie A. Smith, chairman, by Miss Julia Wade Abbot. Tribute was paid to the memory of the following members who have died during the year:

Miss Clara W. Mingins, Detroit, Mich.
Miss Mary Leora Hall, Cleveland, Ohio.
Miss Mary Catherine Hollinger, Cleveland, Ohio.
Mrs. Marion Payne Tomlinson, Waterbury, Ct.
Mrs. Elizabeth Hewitt Kelly, Minneapolis, Minn.
Miss Ethel E. Barr, Racine, Wis.
Mrs. Annie Moseley Perry, Boston, Mass.
Mrs. Alma O. Ware, South Bend, Ind.

Miss Almira M. Winchester, I. K. U. representative in the Bureau of Education, gave an account of what has been done during the past year by the Kindergarten Division; Miss Lucy Wheelock, chairman of the Committee on Co-operation with the N. E. A., spoke of the meeting at Atlantic City in February; Miss Mary McCulloch, chairman of the Committee on Froebel Monument, stated the amount of money now in her hands for this purpose; Miss Elizabeth Harrison, chairman of the Committee on Co-operation with the National Congress of Mothers, reported on her line of work.

Dr. A. S. Hardy, representing the Council of Defense, told of the work of child welfare for the nation, and urged kindergartners to co-operate in curing children's diseases.

Mention was made at this time of the valuable work which had been done for the kindergarten for many years past by the pioneer worker, Dr. William N. Hailmann of Pasadena, Cal., and several kindergartners spoke of their personal recollections of him and of his service. A substantial gift was made by individuals and sent to him through a California delegate.

An outward expression of gratitude for hospitality was made by Miss Lucy Kummer, chairman of the Committee on Resolutions, in a most happy way. Anniversaries lead to greater consecration, and she urged all to "lift our torch high and carry it on."

The awarding of the I. K. U. banners closed the morning session. The attendance banner was presented at this time to the state of Michigan, but later in the day, it was found that, through a misunderstanding, one other state had not reported correctly, and Michigan yielded the banner to Wisconsin.

The flag, which is awarded for some special reason, as a mark of honor, was given this year to California, because it was felt that the representatives from that state, twelve in number, had made the greatest effort and come the greatest distance.

Silver Anniversary

The special feature of the week, arranged in celebration of the silver anniversary of the Union by a committee under the chairmanship of Mrs. Amalie Hofer Jerome, was the meeting on this last afternoon at Blackstone Theatre, and it was attended by a most enthusiastic audience.

On the platform were seated a large chorus of children who had been trained through the Civic Music Association of Chicago, an organization supported by contributions from the people, and intended especially for the benefit of the foreign population. A group of folk songs and a group of children's songs were received with much pleasure, Miss Grace Medary Norbeck leading the chorus.

There were also on the platform a large group of pioneers and as many of the past officers of the Union as were present at this convention. Prominent among this honored group were Miss Lucy Wheelock of Boston, Miss Annie Laws of Cincinnati, Mrs. Ada Marean Hughes of Toronto, Canada, Miss Fanniebelle Curtis of New York, Mrs. Alice O'Grady Moulton of Chicago, Miss Mary C. McCulloch of St. Louis, Mrs. Mabel MacKinney Smith of New York, Miss Catharine R. Watkins of Washington, and Mrs. Mary Boomer Page of Chicago, all past presidents; Miss Eva B. Whitmore, the first treasurer; Miss Ella C. Elder, Mrs. Andrea Hofer Proudfoot, Mrs. Bertha Hofer Hegner, Miss Anna Littell, Miss Mary Littell, of the charter members; also Miss Mari Hofer, one of the early workers, and Mr. Thomas Charles, president of the Thomas Charles Co. of Chicago, and the well-known friend of every kindergartner in the Middle West. Although over eighty years old, Mr. Charles showed a keen interest in this anniversary celebration and welcomed many of his old friends at this time.

Following the children's chorus, the principal address of the afternoon was given by Miss Fanniebelle Curtis, Director of Kindergartens, New York City, and Director of the Kindergarten Unit for France. She gave a graphic account of her trip to France a few months past, describing the condition of the children seen there in a way which appealed to the audience and brought a splendid response later when an opportunity was given to contribute to this noble cause. Two kindergartens have already been established and another group of workers, under the direction of Miss Curtis, have sailed during the summer, so that the many contributors to this fund may feel sure that much good is coming from this project.

At the close of this address, an impressive procession representing the "Heirs to All the Ages" marched slowly through the aisles and over the platform, to the music of flute and piano. It was led by young mothers dressed in white and bearing garlands, then came students in training, followed by children of all ages, until the very smallest kindergarten children were reached. A striking picture was made by the grouping on the platform. In the center stood two children holding a silver urn, by their sides other children of different ages, and near by a young mother with a beautiful baby. Sitting on the floor at the very front of the platform were all the other little children happily interested in all that was done. The older girls then passed through the audience gathering in silver trays the contributions of the audience and bringing them to the silver urn. It was filled to overflowing, and the sum of nearly fifteen hundred dollars was later reported as the total amount of this silver offering. Mrs. Amalie Hofer Jerome, chairman of the committee who arranged this celebration, presented the urn to Miss Wood, the president of the I. K. U., and she in turn presented it to Miss Curtis, who accepted it in the name of the children and mothers of France.

The *Marseillaise* was played by the flute, and the children left the platform, giving place to the pioneers who then took part in the program through letters and telegrams from those who were absent, and short addresses by some who were present. Mrs. Jerome presided at this time, reading letters and calling attention to telegrams too numerous to read. Miss Whitmore spoke of the first treasury, which reported a balance of $100 at the end of the year; Miss Mari Hofer gave a brief talk on early kindergarten music; Mrs. Hughes called all the past presidents to the front, so that they might be seen together, and general recognition was made of the early work of every early member.

Special mention was made of the valuable service of Mrs. Alice H. Putnam by Mrs. Alice O'Grady Moulton.

Ten out of fourteen past presidents were in attendance at this convention. Two of the number, Mrs. Sarah B. Cooper and Miss Caroline T. Haven, are not living, and two others, Mrs. Alice H. Putnam and Miss Patty S. Hill, were unable to be present.

With the announcement of Baltimore as the next meeting place, the report of the chairman of the Committee on Credentials and Election, Mrs. Henry B. Vanzwoll, and the presentation of the new Board of Officers, the convention was formally closed by the passing of the gavel to Miss Caroline D. Aborn, Boston, the new president.

Symposium Supper

Although the last gathering of the week was a social one, and there was an abundance of good humor and friendliness and social enjoyment, there was also a note of earnestness through it all, a sense of responsibility for social service, a spirit of renewed consecration, for every speaker struck a sober note. About seven hundred and fifty interested delegates and visitors gathered in a dining room at the Auditorium Hotel for this supper. The officers and other honored guests were seated at a long table on a raised platform, with an attractive arrangement of daisies and green extending the whole length of the front edge of the table. Alumnae reunions were

encouraged, and the alumnae of various training schools were grouped together to enjoy the companionship of old friends. An orchestra played during the supper, and between courses a song leader from The Great Lakes Naval Station who was seated at the guests' table led in patriotic songs, until the spirit of song became so spontaneous that groups in different parts of the room broke out in familiar songs.

Miss Wood introduced the after-dinner speakers with appropriate phrases.

Mr. James R. Angell of the University of Chicago was asked to speak of the educational situation in the past and give a forecast for the future. He introduced his remarks in a humorous way by saying that only an "angel" or a Rocky Mountain goat could accomplish such a feat in ten minutes. He spoke of the condition of the schools and colleges since so many students have left to go into service and expressed his anxiety for the coming years. He said that education before the war had been somewhat heterogeneous, but that the effect of the war had been to wipe this out. We have been compelled to evaluate. It has been a challenge to our institutions to learn if we are doing all that the situation demands of us. It has taught us to emphasize the development of personality, to try to make the best human beings possible, to conserve human character and human resources.

Mr. William B. Owen of the Chicago Normal School felt that there was need of reorganizing the kindergarten curriculum so as to bring about continuity with the grades, saying that there should be one educational philosophy for kindergarten and school.

Mr. George W. Eggers, Director of the Art Institute, called attention to the fact that art has suddenly been recognized as essential to civilization. Never before has anything happened that has caused the government to recognize art; commercial art and fine art are learning from each other, bringing about a democracy in art. War has given a new meaning to things theoretical.

Miss Lucy Wheelock of Boston introduced a beautiful spiritual note into her remarks. She spoke of the many references to a new world, and added that we are already living in a new world, where we are well aware of our responsibilities. We are learning from the trenches what is fundamental in human life. She urged the keeping of sentiment in the world and told of the evidence of religious feeling among the soldiers. She closed with a story of the little boy who asked his father if the beautiful gold star in the sky was God's service star, if his son had gone to war, and his father replied, yes, and we must follow in his train.

Miss Fanniebelle Curtis of New York told more of the pitiful condition of the refugee children in France, and announced the total amount of the fund for the Kindergarten Unit for France, which was then about $34,000. She presented the I. K. U. with a service flag, bearing seven stars for those who are going into service as kindergartners in France.

Miss Caroline D. Aborn of Boston, the new president, brought the symposium to a close with a few inspiring words, calling upon all to stand by the colors, to join hands with her in a wonderful spirit of brotherhood, and be ready to respond to new and pressing calls, closing with the call to "pledge anew our consecration and our service to the children of America."

(Many of the reports and addresses given at this convention will appear in full in later numbers.)

Marching Songs of the I. K. U., Sung on Delegates' Day, June 26, at Chicago

TUNE: *When we go Marching and the Band Begins to Play*

The delegates are coming from every land and clime,
To meet at a convention for the five and twentieth time.
They're noted for their wisdom and the learned things they do,
The marching, singing delegates of I. K. U.

CHORUS

When we go marching and the band begins to play,
All Chicago's saying, "The learned I. K. U. is here today."

TUNE: *There is a Tavern in the Town*

We are the delegates, we are, we are, we are,
We come from Branches near and far, near and far,
To tell you many things we do,
And pledge our faith in I. K. U.
For we all of us are workers,
And none of us are shirkers
In anything we try to do, do, do,
We are the delegates, etc.

A Letter from Miss Curtis

200 Hicks St., Brooklyn, N. Y.,
July 16, 1918.

Dear Miss Murray:

When we were in Chicago at our wonderful International Kindergarten Union meeting I promised you a letter concerning the Unit.

We have been under sailing orders for a number of days but this is really the eve of our departure and I am writing this letter to you and through you to the friends of the world's children who are sending us as their gift to the refugee children of France.

The names of the first two members of the Unit already in France are Miss Margaret Cook Holmes and Miss Sophie Meserole Brady. Those sailing tomorrow with me are Miss Mary Moore Orr, Associate Director of the Unit, Miss Florence E. Valentine of Brooklyn, Miss Ada M. Milne of New York City, Miss Jean M. Hall of Dorchester, Mass., Miss Mary Guard Wright of Philadelphia, Pa., and Miss Clara Ransom of Dorchester, Mass., will follow next week. I wish you might see them in the social welfare uniform of the Red Cross. It is of gray

whip-cord with maroon, and the United States insignia and the insignia of the Red Cross are worn.

Having been over I know the wonderful opportunity for service that awaits our Unit. As we go down the Bay and out through the Narrows tomorrow we shall all be thinking of the crusade of the International Kindergarten Union.

About $35,000 in cash or pledges is already to our credit but let us go on until we have $60,000 or more for the work this year and an equal amount for next year. We shall need more members of the Unit who are over twenty-five years of age and who speak French fluently.

I know the misery of those children and I know it is accumulating with the new drive which started yesterday.

Your thoughts will follow us over-seas and the next letter will come from the midst of our work as your ambassadors in France.

Very sincerely yours,
FANNIEBELLE CURTIS.

Important Cablegram from Miss Curtis

Paris, August 3, 1918

Kindergartners speaking French or Italian fluently apply for over-seas work to Miss Fanniebelle Curtis. 200 Hicks Street, Brooklyn, N. Y.—Expenses paid.

Contributions to "Dollar Fund" for Kindergarten Unit for France

The following contributions have been added since the June issue was printed:

May 4 to 17

Kindergarten Club of Syracuse, N. Y.	$103.60
Alumnae Association of Cleveland Kindergarten Training School	100.00
Mrs. John Henry Hammond, President of the Froebel League, New York City	100.00
Lincoln, Nebraska, Branch of I. K. U.	21.50
Minneapolis Kindergarten Association	21.00
New Haven, Ct., Association of Kindergartners	15.00
Kindergarten Club of Santa Barbara, Calif.	15.00
Miss R. Therese Tapley, Springfield, Mass.	12.00
Miss Helen Gordon, Washington, D. C.	12.00
Miss Emma Louise Howes, Erie, Pa.	10.00
Miss Arlene C. King, Northampton, Mass.	10.00
Northwest Kindergarten, Hartford, Ct.,	10.00
Mrs. W. H. Dunham, Mt. Auburn, Cincinnati, Ohio	6.00
Miss Jean Salter Vandervert, Cleveland, Ohio	6.00
Miss Josephine B. Lee, Pittsfield, Mass.	6.00
Miss Marion S. Hanckel, Cumberland, Md.	6.00
Bay City, Mich., Branch of I. K. U.	5.50
Miss M. Jeannette Willis, Canton, Ohio	5.00
Miss Ruth E. Denison, Cleveland, Ohio	5.00
Miss Florence B. Jones, New York City	5.00
Miss Edith L. Haskell, Newton Centre, Mass.	4.00
Miss Blanche Wolford, Superior, Wis.	3.00
Miss Abby N. Norton, Portland, Me.	3.00
Miss Rhea Hinricksen, Davenport, Ia.	3.00
Mrs. Bertha Payne Newell, Statesville, N. C.	2.50
Miss Susan B. Ludlow, Cleveland, Ohio	2.00
Miss Margaret J. Quilliard, New York City	1.00
Miss Ella J. Hamilton, Atlantic City, N. J.	1.00
Miss Lillian M. Goetz, Schenectady, N. Y.	1.00
Miss Sarah B. Goodman, Grand Rapids, Mich.	1.00
Miss Nellie E. Brown, Bangor, Me.	1.00
Miss Augusta Groentzenberg, Westwood, Cincinnati, Ohio	1.00
Miss Alice B. Knight, New Bedford, Mass.	1.00
Miss Alma Collmer, South Bend, Ind.	1.00
Miss Helen M. Paine, West Newton, Mass.	1.00
Miss Thecla Hudley, West Newton, Mass.	1.00
Miss Sarah L. Kennedy, Providence, R. I.	1.00
Miss Melinda Gates, Cambridge, Mass.	1.00
Miss Susan C. Aiken, Newton, Mass.	1.00

May 17 to 25

St. Louis Froebel Society	$100.00
13 kindergartners of Bangor, Me.	31.50
Miss Adelaide L. Mansur	
Miss Grace N. Glass	
Miss Elsie M. Lyon	
Miss Elizabeth L. Hurley	
Miss Ethlyn M. Steward	
Miss Virginia Dillingham	
Miss Mildred A. Horne	
Miss Alice E. Moore	
Miss Marguerite H. Belden	
Miss Katherine L. Durgin	
Miss Eulalie E. Collins	
Miss Annie G. Gilkey	
Miss Nellie E. Brown	
Mrs. Alice H. Putnam, Sewickley, Pa.	25.00
Miss Gladys B. Mason, Springfield, Mass.	12.00
Miss Helen Martin, Scottsdale, Ga.	11.20

($1.20 of this amount was contributed by Miss Martin's kindergarten children, who made little baskets and filled them with daisies and wild roses and other wild flowers. "They are so happy in helping the little children of France, and feel quite sure that this amount will build a kindergarten.")

Miss Emily B. Anthony, Cleveland, Ohio	$10.00
Mrs. Holden P. Williams, Wellesley Hills, Mass.	10.00
Miss Jennie L. Smies, Cleveland, Ohio	6.00
Schenectady, N. Y., Kindergarten Association	6.00
Miss Sarah E. Palmer, Cleveland, Ohio	6.00
Miss Mary Frances Fitts, Brattleboro, Vt.	6.00
Master George Ehrenfried, Boston, Mass.	6.00
Miss Agnes L. Koster, Grand Haven, Mich.	5.00
Miss Stella A. McCarty, Baltimore, Md.	5.00
Miss Faye Henley, Boston, Mass.	3.00
Miss Louise F. Palmer, Highland Park, Mich.	2.00
Miss Caroline W. Barbour, Superior, Wis.	2.00

The following $9 was contributed from Terre Haute, Ind.

Miss Stella Webb	$1.00
Miss Louise Kelley	1.00
Miss Frances Froeb	1.00
Miss Nellie Hughes	1.00
Miss Mary Pound	1.00
Miss May Barry	.50
Miss Anna Harotin	.50
Miss Cornelia Meagher	.50
Miss Harriet Stuart	.50
Miss Mary Reilly	.50
Miss Ruth Travioli	.50
Miss Bernice Royer	.50
Miss Mayme Osborne	.50

Twenty dollars was contributed by the active and retired kindergartners of Watertown, N. Y., as follows:

Mrs. B. S. Whitney	$1.00
Miss Lucile Kissel	1.00
Miss Karleen Fox	1.00
Miss Marion Gotham	1.00
Miss Mabelle Scott	1.00

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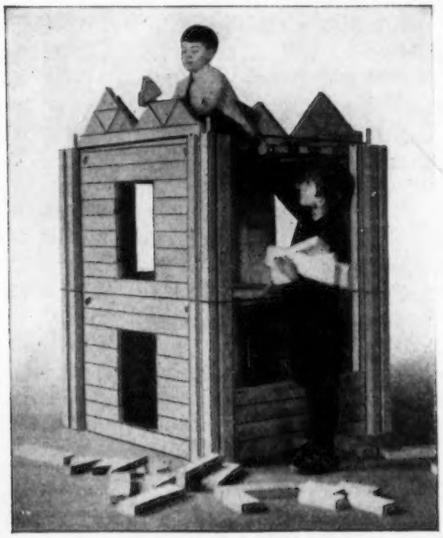

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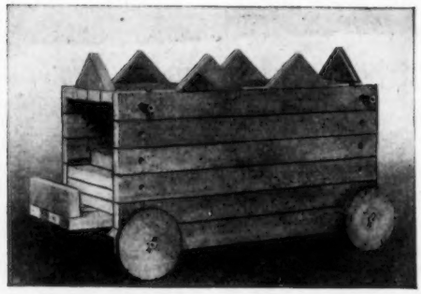
The floor and roof construction of these houses is very strong and will readily support the weight of several children.

Children can build all kinds of houses, one or more stories high, one or more rooms to a floor, also barns, garages, station, etc., etc.



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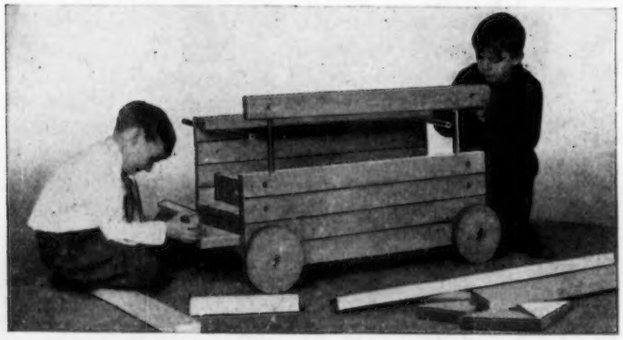

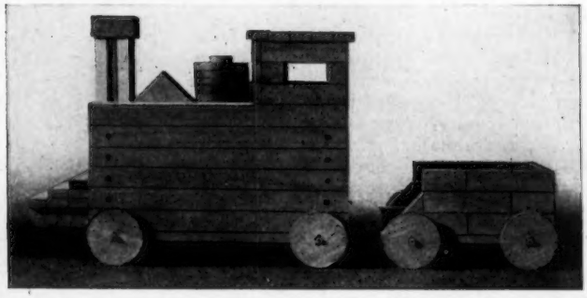

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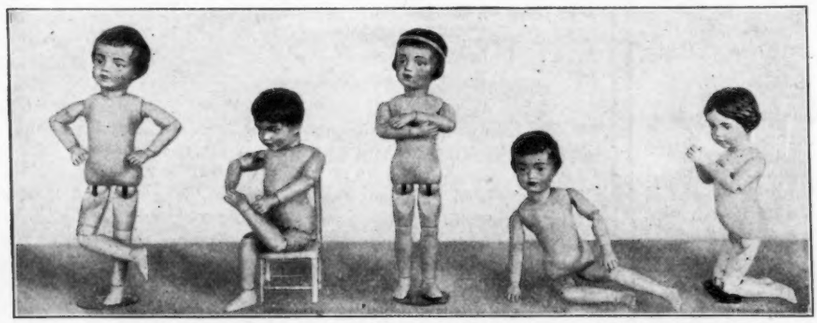

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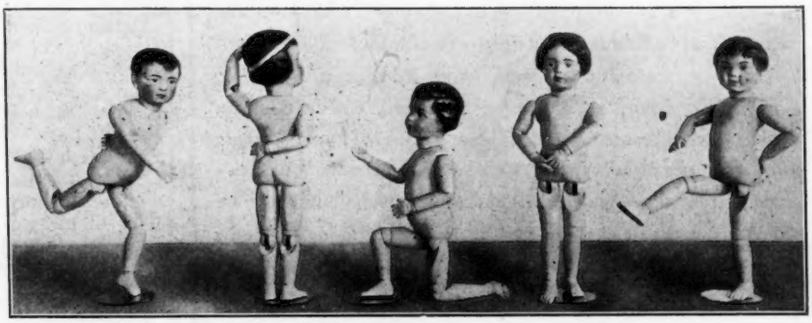

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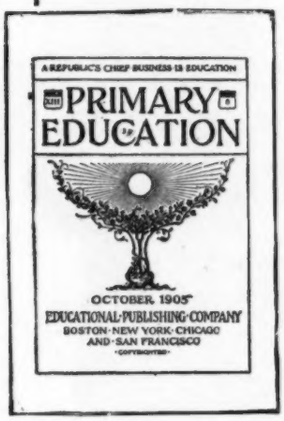

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Miss Ruth Wilson, Ithaca, N. Y.	1.00
Miss Jane Rood, Barron, Wis.	1.00

May 25 to June 3

Minneapolis Froebel Club	$100.00
Children of the Kindergarten of the University Elementary School, University of Chicago	30.00
(Sent by Miss Alice Temple:)	
Alex. S. Porter, Jr., Boston, Mass.	25.00
Miss Grace Everett Barnard, Berkeley, Calif.	19.00
($1.00 already credited.)	
Kenosha Kindergarten Association, Kenosha, Wis.	12.00
Miss Meredith Smith, Pittsburgh, Pa.	12.00
Miss Mabel Leland, Worcester, Mass.	12.00
Children of Lincoln School, Corona, Calif., and Miss Muriel A. Stratford, Kindergarten Director	10.00
Scranton Froebel Club, Scranton, Pa.	10.00
Dallas Mill Kindergarten Children, Huntsville, Ala.	7.00
Miss Julia T. Downing, Newport, R. I.	6.00
Miss Mary Wyman, Omaha, Neb.	5.00
Miss Esther V. L. Katz, Duluth, Minn.	5.00
Kindergarten Department, State Normal Training School, New Britain, Ct.	5.00
Kindergarten Club, Illinois State Normal University, Normal, Ill.	5.00
Miss Ellen Jones, Albany, N. Y.	5.00
Miss Eloise Hunt, Peoria, Ill.	3.00
Miss Mary A. Cody, Willoughby, Ohio	2.00
Miss Jessie I. Scranton, New Haven, Ct.	2.00
Mrs. J. Mace Andress, West Newton, Mass.	1.00
Mr. John K. Wilson, Boston, Mass.	1.00
Miss Susan C. Aiken, Auburndale, Mass.	1.00
Miss H. Babcox, Cleveland, Ohio	1.00
Mr. Carl Wilson, Boston, Mass.	1.00

The following contributions come from St. Louis through the efforts of Miss Mary McCulloch:

Glascow School Teachers and Children	$40.00
Children, Second Baptist Sunday School	10.00
Teachers, Lafayette School	8.00
Teachers and Children, Bates Kindergarten	6.30
Miss Mary L. Tuemler	6.25
Sigel School Mothers' Club	5.00
Miss Fannie B. Griffith	5.00
Fanning School Mothers' Club	5.00
Harrison School Mothers' Club	5.00
Henry School Mothers' Club	5.00
Garfield School Mothers' Club	5.00
Miss Annie Holman	5.00
Charless School Mothers' Club	3.50
Walnut Park School Mothers' Club	3.50
Baden School Mothers' Club and Children	2.50
Chontean School Mothers' Club	2.00
Children of Farragut Kindergarten	2.00
Kingshighway School Mothers' Club	1.00
Lafayette School Mothers' Club	1.00
Mrs. Becker (Amother whose parents were born in France)	1.00

June 3 to 10

Kindergarten Students of Buffalo State Normal School	$175.00
(Proceeds of pantomime *Old Pipes and the Dryad* given by students.)	
Sheboygan, Wis., Kindergarten Union	$110.00
(Proceeds from Play Festival.)	

From Kansas City, Mo., a contribution of $108 divided as follows:

Kansas City Kindergarten Club	$60.00
Miss Cora L. English	10.00
Miss Patience Hocker	5.00
Miss Anna Street	5.00
Miss Lucy Holmes	5.00
Miss Merle McCahon	6.00
Miss Ida Bower	6.00
Miss Pauline Sieger	6.00
Mrs. Arthur P. Miller	5.00
Rhode Island Kindergarten League	50.00

From Alma, Mich., a total of $20 as follows:

Alma College Kindergarten Children	$16.50
Sophomore Class	3.50
Cincinnati Kindergarten Training School Alumnae	15.00
Miss Julia Bothwell, Cincinnati, Ohio	5.00
Miss Milada Erhard, Cleveland, Ohio	6.00
Wesley Ave. Mothers' Club in connection with the Elizabeth Gamble Deaconess Home Kindergarten, Cincinnati, Ohio	10.00
Miss Mary Clissold Knapp, Hartford, Ct.	5.00
Kindergarten Department, State Normal Training School, New Britain, Ct.	5.00
Miss Winifred Emens, Binghamton, N. Y.	5.00
Miss Eleanor Dresser, Waban, Mass.	2.00
Mrs. W. H. Baker, Salem, Mass.	2.00
Miss Dorothy McArthur, Circleville, Ohio	1.00
Miss Grace Anna Fry, Cincinnati, Ohio	1.00
Kindergarten Club of Michigan Western State Normal College, Kalamazoo, Mich.	1.00

June 10 to 17

Toledo Kindergarten Association $725.00

(Contributed by kindergartners, ex-kindergartners, and friends in Toledo, and $21 from the Oak Park, Ill., Kindergarten Association, $5 already credited, making a total of $730 from this association.)

Pittsburgh Kindergartners $500.00

($100 from Kindergarten Relief Fund; $50 from Kindergarten Alumnae Fund; $106.50 collected by Miss Gertrude Miles of the Garfield School from personal friends and the mothers and teachers of that school; balance, personal contributions from teachers.)

Kindergarten Training Department, State Normal School, Mankato, Minn. $25.45

(Money raised by Patriotic Program given by children of kindergarten.)

Winona, Minn., Kindergarten Club $20.00

(Money given to help a live child instead of being used for the ideal child's picture which was to have been given to the Normal School as a memorial on graduation.)

Dayton, Ohio, Kindergarten Club	98.00
Golden Gate Froebel Association, San Francisco, Calif.	60.00
Miss Anna M. Stovall, San Francisco, Calif.	10.00
Kindergarten Training Department, State Normal School, Emporia, Kansas	10.00
Kindergarten Society, Elizabeth Gamble Deaconess Home Association, Cincinnati, Ohio	6.00
South Carolina Kindergarten Association	5.00
Children of Laurel Hill and Hobart Avenue Kindergartens, Norwich, Ct.	5.00

(Earned by a sale of useful articles made by children.)

Kindergarten Club, Akron, Ohio	5.00
Kindergarten Club, Meriden, Ct.	5.00
Miss Ada G. Grier, Miss Lilly L. Hamilton, and friends, St. Louis, Mo.	5.00

The following four were sent through Miss Mary McCulloch.

O'Fallon School Mothers' Club, St. Louis, Mo.	$10.00
Clifton Heights Mothers' Circle, St. Louis, Mo.	5.00
Penrose Kindergarten, St. Louis, Mo.	.75
Mrs. A. C. Borden, Pierce, Texas	20.00
Miss Caroline Pew, Muskegon, Mich.	2.00
Miss Theodora Thurber, Grand Rapids, Mich.	2.00
Miss Isabelle Veazey, Alva, Okla.	1.00
Miss Edith M. Stephens, St. John, N. B.	1.00
Miss Lena M. Drake, Lansing, Mich.	1.00
Miss Lou A. Shepherd, Waverly, Iowa	1.00

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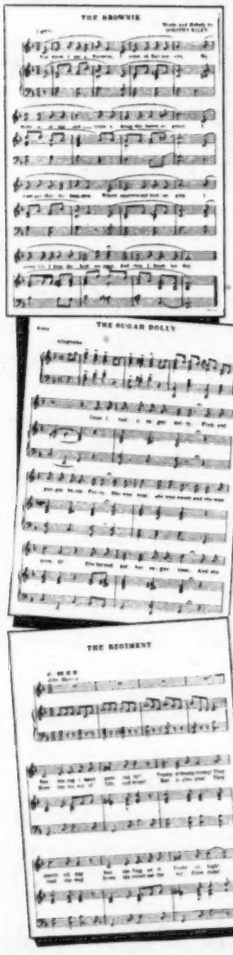

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Miss Millie Stardal
Miss Genevieve L. Lyford, $3.00

Credit given on a former list of contributions to Miss Helen B. Royce, Norwich, Ct., should be transferred to Miss Minnie A. Wheeler, Norwich, Ct.

Total amount received through I. K. U. to August 5, $10,298.93. Lack of space prevents the printing of all names in this number, but they will be given later.

Send contributions to Miss May Murray, Treasurer, International Kindergarten Union, Box 1626, Springfield, Mass.

Educational News

IT is gratifying to kindergartners everywhere to know that the Kindergarten Division of the Bureau of Education has been recognized by the government and an appropriation made by Congress for its support. This Division was first established with the co-operation of the National Kindergarten Association, and this association has rendered valuable assistance. Later the International Kindergarten Union was represented by a salaried worker, who has served for several years. These two societies have made possible a service to the cause of the kindergarten which the Bureau could not have rendered. The appropriation now made will pay the salaries of two workers.

Our beloved "I. K. U. mother," Mrs. Abbie F. Wood, mother of Miss Stella Louise Wood, who was present at the Boston convention, and again at some of the sessions in Chicago, has quietly slipped away, after having had the pleasure of seeing her daughter honored as president of the Union this year. She was taken ill soon after the convention closed and lived only a short time. She was beloved by every one who saw her and knew her, and her presence was a blessing to every gathering.

A splendid Play Festival was given by a group of kindergartens from the Brooklyn public schools in co-operation with the Brooklyn section of the Public School Kin-

dergarten Association of New York City on the eleventh of June. Thirty-three schools were represented in the fifteen different circles, and all enjoyed the afternoon together at Long Meadow, Prospect Park. Music was furnished by the Commercial High School Band, and the program consisted of military marches, songs, rhythms, familiar kindergarten games, the salute to the flag, and the *Star-Spangled Banner*.

The summer meeting of the National Council of Primary Education was held in connection with the meeting of the National Education Association at Pittsburgh, July 3. It took the form of a luncheon at Hotel Schenley, and there was a discussion of the topic, *Activities and Ideals in Primary Education*. There was also a review of the annual meeting held in Atlantic City.

Another conference was held on Friday, June 28, at the Auditorium Hotel, Chicago, in connection with the convention of the International Kindergarten Union. Miss Ella Victoria Dobbs, the chairman, was present, and the speakers were Miss Alma Binzel, Minneapolis, and Miss Flora J. Cook, Francis W. Parker School, Chicago.

The Thomas Charles Company of Chicago, Northwestern Agents of Milton Bradley Co., has changed the location of its office to 2249–53 Calumet Avenue, in a new four-story building erected by the company. The building has an area of 10,500 square feet on each floor, and the Thomas Charles Company will occupy the first and second floors with complete supplies for kindergartens, art departments, manual training departments, etc. This company was established forty years ago by Mr. Thomas Charles, who is still president and treasurer and actively interested in it. There has been rapid growth during the last ten years under the direction of Mr. William T. Dix, general manager, and it was found necessary to enlarge the quarters occupied by the company.

The Sixteenth Annual Convention of the Kindergarten Mothers' Clubs of Brooklyn and Queens was held at the Brooklyn Training School for Teachers in April with Miss Fanniebelle Curtis as chairman. The subject was *Children*

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A very successful author of a popular series of readers gives valuable suggestions and methods for conducting the reading lessons in grammar grades classes.

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No work the school does is more important than that of training the pupil in the use of English. Here is furnished an array of methods, plans, and material that will make language teaching a delight and a fine success.

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A collection of new little stories written especially for conversation and for oral and written reproduction in language exercises.

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NATURE STUDY

Some excellent plans with suggested material and methods of teaching the nature subjects dear to the hearts of children. The methods especially apply to primary and intermediate grade classes.

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in War Time. An address of welcome was given by Mr. Gustave Straubenmuller, Acting City Superintendent of Schools. This was followed by community singing under the direction of Mr. George H. Gartlan, and a talk by Miss Curtis on her experiences in France and England.

Resolutions Adopted by the Kindergarten - Primary Council of the West

May, 1918, Los Angeles, Cal.
Clara S. Brown, Secretary.
Dr. W. N. Hailmann, President.

RESOLVED:

1. That we recognize as a fundamental truth, valid for the guidance of educational practice throughout the school, the Froebelian doctrine demanding self-activity, self-expression, and self-realization on the part of the pupils.

2. That we welcome with keen appreciation the notable and increasingly successful efforts on the part of a number of summer schools, normal schools, "Schools of Childhood," and elementary schools in progressive cities, to remove the sharp distinction between the kindergarten and the primary school and to secure for the children between the ages of four and eight the advantages of the Froebelian doctrine.

3. That among the measures taken for this purpose we especially commend the growing practice of normal schools and kindergarten training schools to unite preparation for kindergarten and primary work in the same course, as well as increasing efforts in a number of primary schools to utilize under leadership the spontaneous play-activities of the children in connection with their work.

4. That among practical measures on the part of schools we commend and urge for the present: *a.* The introduction of spontaneous play-activities under leadership with children (up to the age of eight years). *b.* The use of outdoor work whenever feasible. *c.* The use in indoor work of movable tables and chairs. *d.* The housing of these children in separate buildings, if possible.

5. That we urge upon normal and training schools the establishment of a course of training which shall develop a practical working basis for the vital union of kindergarten and primary education and lead to diplomas and certificates that shall entitle the holders to teach in kindergarten and primary grades.

6. That we invite school officials, teachers, parents, and others interested, as well as Parent-Teachers' Associations and other organizations, to join us in efforts in behalf of these aims in the several sections of the Pacific slope.

The field of the Kindergarten-Primary Council of the West includes the Pacific coast states and those bordering, California, Oregon, Washington, Nevada, and Arizona. It is now affiliated with the National Council of Education as an organization, and is working to unite more closely the interests of kindergartners and teachers in primary grades.

Meeting of Chicago Branch of National Council of Primary Education

A MOST interesting meeting of the Chicago Branch of the National Council of Primary Education was held in April at the Francis W. Parker School. The program consisted of a play by a group of fourth-grade children of the Francis W. Parker School, Mr. John Merrill, teacher, called *Pandora's Box;* songs by Miss Mae Edwards and Miss Edith McLaughlin of the Parker Practice School; a talk on *Art in the Primary Grades* by Miss Marie Claussenius of the Francis W. Parker School; and a social hour with refreshments. The program was carried out in an informal way and was interspersed with interesting and profitable discussion.

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Teachers should try the U. S. Government examinations constantly being held everywhere. Thousands of positions at from $1100 to $1800; have short hours and annual paid vacations. Write immediately to Franklin Institute, Dept. T264, Rochester, N. Y., for large free descriptive book, showing the positions open and sample examination questions.

War Work in Minneapolis Schools

THE eighty-two public schools of Minneapolis, with 55,000 children, have become centers of "doing things" for others. Boys and girls knit, sew, cut, paste, draw, paint, whittle, as never before. They have a purpose. They do these things for the soldiers and sailors of their country, for the soldiers and sailors of their country's war associates. As they knit they sing the songs that make the pulses of Americans leap and their nerves thrill.

The strain has all but gone from the schools. Teacher's face is not merely placid; it is alight with purpose. Pupils' voices are lower, more even, while their eyes are eager. The war has done what school folk have racked their brains to know how to do. It has "motivated" school work. Junior Red Cross activities, Liberty Loans, food and fuel saving, have done it.

Teachers report that regular school work has not suffered because of what the children are doing in America's fight.

War Savings Stamps

No larger opportunity for teaching thrift and patriotism has come to the schools than that offered through War Savings Stamps and Thrift Stamps.

Every teacher should understand clearly what these are, and should see to it that every pupil, and through them every family represented in the school, should know of them.

Explain how our government—Uncle Sam—needs millions and billions of money. Tell how he is asking the people to lend him their money now while he needs it; that this money will be paid back with interest at the end of five years; that no investment can be as safe as this; that while millions are wanted, any one who can save twenty-five cents can invest. Explain just how one can buy a twenty-five cent Thrift Stamp.

Keep the ideas and the names of Thrift Stamps and War Savings Stamps, Thrift and Patriotism, "Save money for yourself and help the United States to win the war," prominently before your school.

Educators Strong for English Language in Schools

THE following resolution was unanimously passed by the National Education Commission on the National Emergency in Education at its session in April:

The National Education Association Commission on the National Emergency in Education and Necessary Readjustment During and After the War, representing thousands of loyal and patriotic teachers, believes the practice of giving instruction to children in the common branches in a foreign tongue to be un-American and unpatriotic, and we believe that all instruction in the common branches for all children in every state in this Union should be in the English language. We therefore recommend that the instruction in the common branches in both private and public schools in all states be given in the English language only, and that every legitimate means, both state and federal, be used to bring about this result.

A Story of Pioneer Work

WITH the death of Mrs. Helen Stowell Lines at Peoria, Ill., on June 4, the kindergarten movement loses one of its staunchest supporters. Although a lay worker, Mrs. Lines was one whose interest and devotion were inspired by intelligent appreciation of the work of the kindergarten.

As a young teacher in Chicago she was a charter member of the Chicago Woman's Club and through her work in that organization became interested in the kindergarten as an educational factor. Later, in a seminary which she conducted in Peoria, she established what was probably the first kindergarten in that part of Illinois.

Her marriage in no way lessened her interest in educational work and as time passed she became one of a group of woman, a band of King's Daughters, who, in 1891, opened the first free kindergarten in that city. Later she became leader of the group and because of her broad vision, unswerving faith

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Economical Diet and Cookery in Time of Emergency. By Professors Rose and Winchell and Miss Shapleigh. 15 cents.

Simple Lessons on the Physical Care of Children. By Dr. Josephine Hemenway Kenyon. 20 cents.

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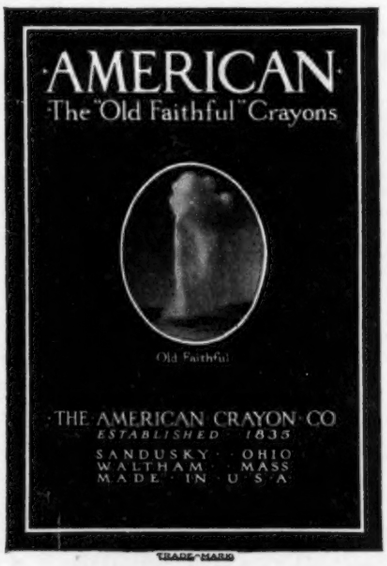

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in the cause, and great love for children, other kindergartens were opened and gradually the number increased to six. These were supported largely by contributions from the public and a very great proportion of these funds was gathered by Mrs. Lines in person. Only those who know the weariness of soliciting money, and then of collecting it month after month, and year after year, can realize what devotion this required.

Most of the money came in, a dollar at a time, and there were few contributions of more than five dollars.

Besides collecting hundreds of dollars every year, Mrs. Lines, by her enthusiasm and faith, inspired her fellow-workers with the same spirit so that these six kindergartens were maintained for fifteen years by a small group of women, none of whom was wealthy. At the end of that time they had become so thoroughly established in public esteem and the desire for their extension was so real that an overwhelming vote of the people made them a part of the public school system in June, 1907.

Financial support was by no means the only service which Mrs. Lines rendered to the cause of the kindergarten. Her intelligent sympathy, her understanding of kindergarten needs and standards, smoothed out many difficult situations. Only those whose privilege it was to work hand in hand with her can appreciate what a tower of strength she was.

Year after year, supervisor and kindergartners came back to their posts knowing that there was not more than two months' salary in the treasury, but so sure with Mrs. Lines that work so vital must go on that they faced the future confidently—and the *money never failed* to come. Not once was payment delayed.

Since the kindergartens have been a part of the public schools Mrs. Lines' interest has continued and she has watched their development with increasing satisfaction. To her great gratification her only daughter decided to make the kindergarten her life work, and thus she was again brought in close touch with its everyday problems. During the past ten years, although at an age when many feel that they are justified in taking a well earned rest, Mrs. Lines has turned to new fields of endeavor, still giving her time and strength to the needs of little children. When her last illness attacked her she was carring on the Girls' Homemakers' Work in the slum district of Peoria.

During all her years of devotion to the kindergarten cause, in fact to all that made for social uplift, she was a devoted mother and home maker. The everyday duties were never neglected although her stock of strength and health was but slender. She was too a woman of unusual intellectual gifts and a teacher of rare ability.

Although not a kindergartner by training, Mrs. Lines certainly ranks with the pioneer workers, and it was hoped that she might be present at the Silver Jubilee. She has been an associate member of the I. K. U. for several years and nothing could have given her greater pleasure than to attend its meetings. But it was not to be and the invitation came too late for her to be told of it.

Those who knew and loved Mrs. Lines have felt that the story of her long struggle to maintain the Peoria kindergartens should be told that it might inspire other large-minded, far-seeing women to do likewise.

The great secret of her success was faith—faith in the righteousness of the cause, and therefore in its ultimate success, and faith in God whose work she felt it to be.

LUCY B. WAY.

Book Notices

TELL ME ANOTHER STORY. By Carolyn Sherwin Bailey. Milton Bradley Co., Springfield, Mass. Price, $1.50.

This book is based on a very definite and psychological plan of story programs, each containing three stories so arranged that while the form provides contrast there is no break in the continuity of the theme.

First is an *Apperceptive Story*, which brings the child into close and intimate touch with the theme because it speaks of the things he knows and of things he can do. The second, a story of *Constructive*

Thought, appeals to the child's reasoning powers. It is usually the long story of the three, and presents the recurrent thought in a broader way. The third is a *Fanciful or Imaginative Story*, selected to supply the necessary relaxation after the real substance of the story-meal, and is invariably a fitting climax to the group.

The effect of this arrangement is a mental growth, a training in will, and a stimulus to connected thought.

Many of the stories are new and original with Miss Bailey, the others selected or adapted by her from famous authors. Not one of them is introduced without a definite aim and none will fail in its purpose.

THE FOX SERIES OF READERS. By Florence C. Fox, Ed.B., Ph.B., Specialist in Educational Systems, U. S. Bureau of Education. Illustrated. G. P. Putnam's Sons, New York City.

A new series of readers, which will be a delight to the young teacher who is just beginning her reading lessons, and a valuable help to any primary teacher, is this group of books by Miss Fox. The method of teaching is simple and practical, the material is appropriate and valuable, and the details of teaching are brought out in the *Teachers' Manual* in an original way.

Miss Fox's method eliminates the use of the blackboard to a great extent, for she feels that reading from the blackboard is unnatural. She would place the book in the hands of the children from the first and use the blackboard for illustration, for word lists, and other related work.

A suggestive daily program for correlated work, a group of phonic games for oral drill, suggestions for illustrating the reading work with crayon and paint brush, and by means of dramatization, in addition to detailed directions for teaching the technique of reading make the teacher's manual an unusually helpful one.

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GARDEN STEPS. A Manual for the Amateur in Vegetable Gardening. By Ernest Cobb. Illustrated. Silver, Burdett & Co., Boston.

In these days of patriotic gardening when every man, woman, and child is interested in doing his bit to help produce food, and every teacher enters the service through the school garden, a little book of simple, practical directions is indispensable. *Garden Steps* fills the need admirably. It is designed especially for children and for class room use, but is scientifically accurate and would make a practical manual for the adult gardener as well.

The valuable little booklet, *The Use of the Dictionary*, by Dr. Edward W. Stitt, issued by G. C. Merriam Co., should be in the hands of every upper grade teacher. Excellent suggestions for exercises and games with the dictionary are given, which will help to start children in the formation of a habit whose usefulness cannot be overestimated.

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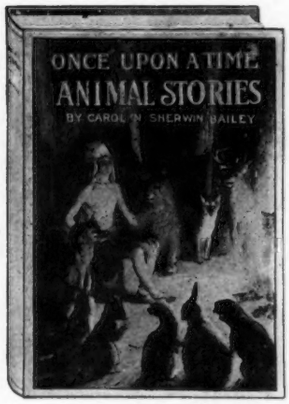

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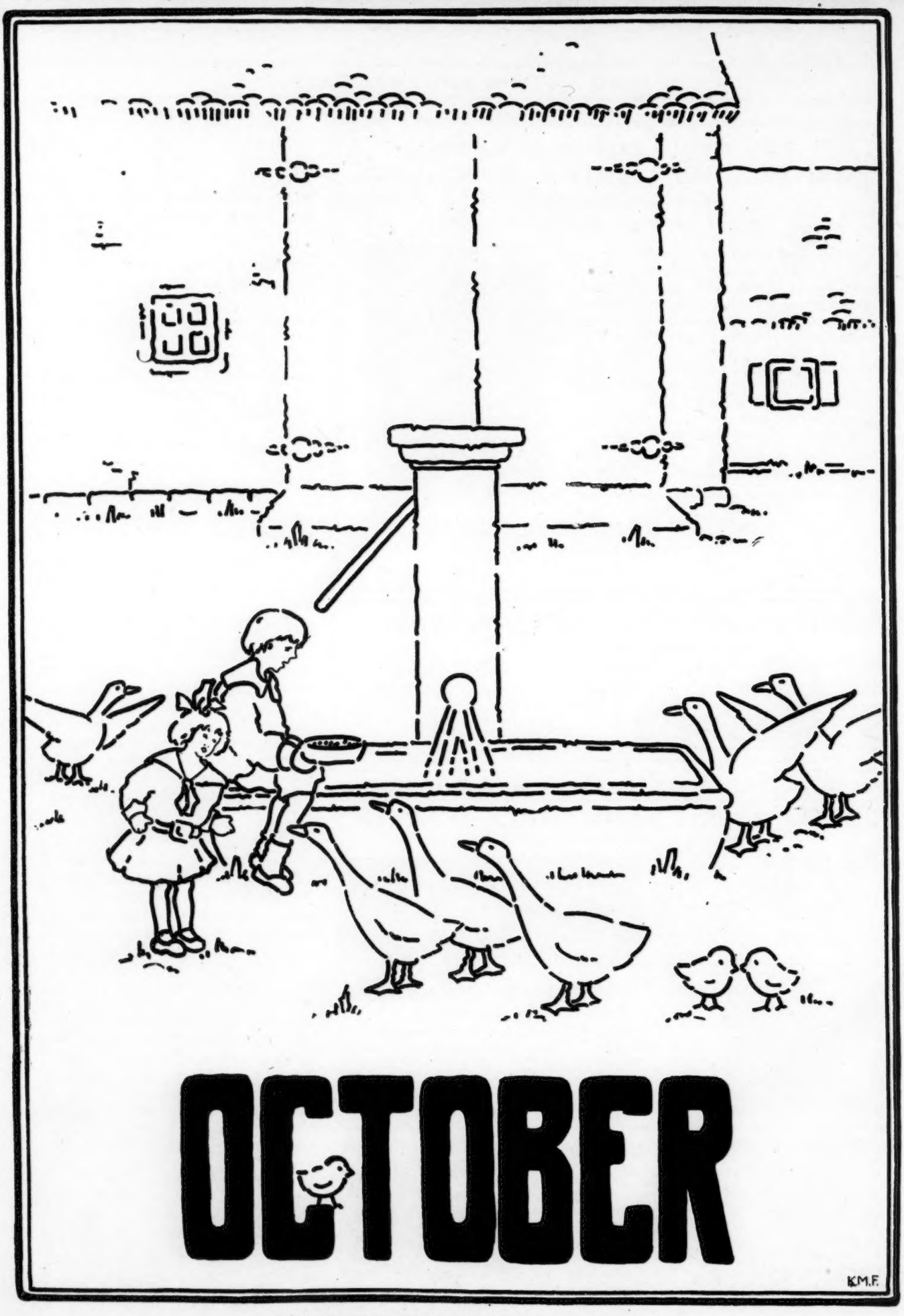

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